



ASHOKA  CURRICULUM GUIDE



ASHOKA

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Dear Social Entrepreneurship Educators,

We are pleased to launch Ashoka U's Curriculum and Teaching Resource Guide, which is a first step to improving and aligning the curricular offerings within Social Entrepreneurship (SE). In the past several years, there has been dramatic growth in the number and range of courses. As a result, we are seeing new trends in pedagogical methods and types of courses – some delving deeper into personal reflections, some focusing on project work with social entrepreneurs, some focusing only on one issue segment to hone a systems thinking approach in SE, and some integrating SE concepts into disciplines in new and exciting ways.

This guide is an outline of the current state of Social Entrepreneurship syllabi, promising approaches and areas for improvement, and includes ten exemplary syllabi. We are grateful to the professors of these courses who generously agreed to share their syllabi with us and the field!

Ashoka U has historically held the role of collecting and sharing key educational resources in social entrepreneurship, and this guide pulled in an additional panel of experts representing professors, a former university provost and president, funders of early stage social entrepreneurs, social entrepreneur practitioners, and a student. This group reviewed and vetted 50 syllabi from 34 universities to pull out key themes and insights.

This is just one of a series of opportunities to engage with Ashoka U and our network to improve, advance, co-create and innovate upon curriculum and teaching for social entrepreneurship, including:

- Ashoka U's Annual Exchange – This is the industry conference for social entrepreneurship faculty, administrators, and student leaders driving forward change in teaching, research and student action on their campus. Held every February, this global conference offers the opportunity to connect with a broader global network of peers and delve deeper into conversations with faculty looking to refine and improve pedagogy and course syllabi in SE.
- Ashoka U's 2011 Social Entrepreneurship Education Resource Guide – This is an updated version since our last publication in 2008. We have tracked the dramatic increase in the number of faculty active in this space, and we have also identified business plan competitions, conferences, case-study materials, among other resources.

Ultimately, there is much to do to improve teaching and curriculum in social entrepreneurship. We hope that this guide will be a valuable tool to catalyze the development of effective curricula and teaching practices.

With warm regards,

A handwritten signature in cursive script that reads "Manu Jim".

Director, Ashoka U

Overview

Ashoka U offers the Curriculum and Teaching Resource Guide to forward three goals:

1. Provide information on the areas of strength, weakness and opportunity in current syllabi for social entrepreneurship courses.
2. Provide professors of SE with promising approaches and resources, including exemplary syllabi, to design new courses or course modules, or improve current courses in social entrepreneurship.
3. Inspire new approaches and innovation in curriculum design and delivery that will advance the field of social entrepreneurship education.

Contents of this Guide:

- Summary of the current challenges and opportunities faced by institutions and faculty engaged in teaching social entrepreneurship
- Promising approaches to curriculum and teaching in social entrepreneurship
- Areas that require improvement and further development
- Exemplary syllabi
- Commentary and advice from leaders in the field of SE Education
- Opportunities for innovation in the curriculum and SE academic space

How to Use this Guide:

This guide is framed around example syllabi and is the result of a syllabus review project. In many cases, users will want to sit with copies of the exemplary syllabi in front of them, as they work through the analyses and recommendations in this guide.

Intended Users of this Guide:

- Provosts and academic leaders seeking national insight into SE teaching and curriculum
- Faculty and academic leaders seeking to develop comprehensive, holistic academic programs, including minors and certificate programs
- Current professors of social entrepreneurship seeking to build new courses or course modules or improve existing courses
- New professors of social entrepreneurship seeking to gain insight into how peers are teaching
- Professors seeking to integrate SE concepts or modules into existing courses across disciplines

Development of this Guide:

Ashoka U has been actively involved in collecting and sharing resources to advance Social Entrepreneurship Education since 2005, when we co-founded the University Network for Social Entrepreneurship, an international collaboration between the Skoll Centre at Oxford, the European Research Network (EMES), and the Latin American Social Enterprise Knowledge Network (SEKN). In 2008, in partnership with Debbi Brock, Assistant Professor of Entrepreneurship at Anderson College, Ashoka U published the Social Entrepreneurship Teaching Resources Handbook, the first-ever attempt to collect and disseminate innovative trends, case studies, and resources for social entrepreneurship from around the world.

As the field has grown quickly, it has become clear that we need to go beyond collecting repositories of educational materials if we seek to improve and develop social entrepreneurship as an academic area of study. Our first step was to undertake a process to better understand the current state of SE curriculum.

Over the summer of 2010, Ashoka U sent out a call to faculty teaching social entrepreneurship, and collected 50 syllabi from over 34 universities around the world. We assembled a distinguished curriculum review board, distributed the syllabi to reviewers and asked them to identify innovative and rigorous syllabi that would most likely lead to practical learning outcomes for future social entrepreneurs and changemakers. We convened a series of conversations with reviewers and thought leaders to discuss the state of SE syllabi, curriculum and teaching. Analysis, review, insights and recommendations gathered from this syllabi review process resulted in this guide.

Ashoka U Curriculum Review Panel

The Ashoka U curriculum review board represents a variety of perspectives with different insights into high quality curriculum. The panel included professors, a student, a former university provost and president, funders of early stage social entrepreneurs, and social entrepreneur practitioners.

- **Karabi Archaya**, Change Leader, Measuring Effectiveness, Ashoka; former adjunct professor, Johns Hopkins University
- **David Castro**, Ashoka Fellow, Founder and CEO, i-Lead
- **Christy Chin**, Portfolio Director, Draper Richards Foundation
- **Tom Ehrlich**, Visiting Professor, Stanford School of Education; former Provost, University of Pennsylvania, former President, University of Indiana
- **Lara Galinsky**, Senior Vice President, Echoing Green
- **Michele Kahane**, Professor of Professional Practice, The New School; former senior executive at the Clinton Global Initiative
- **Jane Leu**, Ashoka Fellow, Founder, Upwardly Global; Ashoka U Social Entrepreneur in Residence, 2010
- **Aleta Margolis**, Ashoka Fellow, Founder and CEO, Center for Inspired Teaching
- **Maximilian Martin**, Professor, University of St. Gallen and University of Geneva; former Global Head, UBS Philanthropy Services
- **Scott Sherman**, Echoing Green Fellow, Founder and Executive Director, Transformative Action Institute
- **Paul Rogers**, Assistant Professor, English Department, George Mason University
- **Laura White**, Junior, Tulane University, Youth Venturer and Founder of Wild and Water

For the complete Syllabus Review project methodology, including review criteria, please see *Appendix A: Syllabi Review Project Methodology*.

Ashoka U Curriculum and Teaching Resource Guide

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SECTION I:

VISION: Towards a Robust and Integrated Social Entrepreneurship Education Experience

It is difficult to embark on an ambitious process of discovery without first knowing one's destination. This section takes you through Ashoka U's vision of a world where all colleges and universities have the "Six Elements of Excellence" for a robust, campus-wide program in Social Entrepreneurship.



I. VISION: Towards an Integrated and Robust SE Education Experience

Vision: Ashoka U envisions a world where colleges and universities everywhere serve as an enabling environment for social entrepreneurship and everyone has access to the learning opportunities, role models, resources and peers needed to actualize their full potential as social entrepreneurs and changemakers.

The Ashoka Definition of Social Entrepreneurship

Social Entrepreneurship strives to solve social problems at a systemic level using innovative, sustainable, scalable, and measurable approaches.

Social entrepreneurs are transformative forces. They have new pattern-changing ideas to address major problems, and they are relentless in the pursuit of their vision, will not take no for an answer, and will not give up until they have spread their ideas as far as they possibly can.

The Ashoka U Elements of Excellence

As the number and diversity of universities engaged in social entrepreneurship education increased, the field asked Ashoka for guidance in creating programs and environments that are conducive to nurturing future leading social entrepreneurs and changemakers and that push the boundaries of the field.

Ashoka U offers the field our *Elements of Excellence* road map. These guidelines are based on the combined experiences of over 2,500 Ashoka Fellows, leading social entrepreneur practitioners, and the knowledge, skills and support they felt they needed to be successful. We also drew upon the expertise of our Changemaker Campus partners, industry experts, and philanthropic leaders. We asked each to help answer the question, “What makes an enabling environment for social entrepreneurs and changemakers?” From this, Ashoka U identified six elements that are critical to high quality SE education: (1) teaching and curriculum; (2) research; (3) applied learning and apprenticeship; (4) resources; (5) role models; and (6) community and culture.

The Elements of Excellence are designed as a map that ensures the creation of a comprehensive and sustainable cross-campus program, as well as the embedding of social entrepreneurship into existing student and faculty infrastructure, and if desired, the creation of a new institutional home for social entrepreneurship at a college or university. As many institutions seek new levels of rigor and effectiveness, we hope the Elements will encourage the development of unique campus or sector specific innovations that catapult SE education forward and deliver awe-inspiring results.

Impact of Achieving Excellence

In achieving each standard, an institution signals its commitment to standing up to the challenge of producing the problem-solvers of tomorrow. Once successful,

- pressing problems in society will be solved through the actions of the institution’s graduates;
- incoming first-year students will choose the college or university because it is known as a premier institution for aspiring social entrepreneurs;
- innovative employers will focus their recruiting efforts on the college or university, knowing the caliber of problem-solvers who emerge; and
- Alumni will remain committed to and inspired by the college or university because of its impact and leadership in solving society’s pressing problems.

Ashoka U Elements of Excellence in Social Entrepreneurship Education

1) Teaching and Curriculum

- Four or more high quality rigorous courses in social entrepreneurship, constituting a minor or certificate
- A significant number of faculty and staff integrate concepts of social entrepreneurship into courses on other topics
- A significant number of students show proficiency in the Changemaker competencies

2) Research

- Applied research to advance social entrepreneurship theory and practice

3) Applied Learning and Apprenticeship

- Practice-based learning and apprenticeship opportunities for students that emphasize social entrepreneurship. Examples include:
 - SE business plan competition
 - SE incubator for new ventures
 - 5-10 internships available annually at SE organizations
 - Service learning and civic engagement opportunities focused on root problem analysis
 - Socially entrepreneurial on-campus projects
 - SE simulation (practicing and demonstrating competence in changemaking)
- Established relationships with SE organizations/companies that recruit graduates for full-time positions

4) Resources

- Long-term funding for key faculty and staff roles, generally 2.5 FTE or more
- Funding for both student and faculty projects

5) Role Models

- 1-5 ongoing relationships with leading social entrepreneurs as role models/mentors
- 2-4 role model speakers annually
- Events or channels that highlight alumni SE and changemaker role models

6) Community and Culture

- Evidence that the culture of the institution attracts, supports and celebrates social entrepreneurs and changemakers
- Active advisory council with an executive leadership team that ensures accountability for driving the SE program towards results
- Cross campus integration and institutionalization of the SE program, ensuring quality and sustainability across generations and leadership changes

A Vision for a Robust Teaching and Curriculum Program

Within the context of a best-in-class campus for social entrepreneurship, Ashoka U envisions a robust teaching and curriculum program that includes:

- Four or more high quality rigorous courses in social entrepreneurship, constituting a minor or certificate;
- A significant number of faculty and staff that integrate concepts of social entrepreneurship into courses on other topics; and
- A significant number of students that show proficiency in the Changemaker competencies.

Qualitatively, within the Teaching and Curriculum element, individual courses should provide rigorous content and applied learning opportunities, and the progression of courses should enable students to demonstrate mastery in Changemaker competencies over multiple years. Thus, Ashoka U promotes:

- A Social Entrepreneurship Program that has dedicated multi-level tracks of courses across multiple disciplines that effectively integrate to provide students with a full suite of skills to solve social challenges; each course applies rigorous analytical tools and practical learning opportunities integrated with robust classroom discussions.
- The curriculum is a multi-year endeavor that helps each student to better understand themselves and their aspirations, and to develop a complete view of the social innovation ecosystem including dynamics between major actors and methodologies, and how they can uniquely contribute to making the world a better place, through venture creation or otherwise.

This guide is therefore situated within this larger institutional perspective. Our Syllabus Review Project revealed that we have quite a way to go to attain this ideal. We hope this guide can bring us to a shared understanding of the current state of social entrepreneurship education, and accelerate us forward together.

SECTION II:

Current State of SE Syllabi, Courses and Teaching

There has been a dramatic growth in the number and types of courses taught under the umbrella of Social Entrepreneurship. Such rapid growth has highlighted some of the structural weaknesses in the sector.

This section provides a brief summary of the field-level obstacles that need to be overcome to improve the quality of social entrepreneurship teaching and curriculum.



II. Current State of SE Syllabi, Courses and Teaching

“In the past few years we have seen that Echoing Green applicants are younger and most of them are coming out of universities. They have incubated their idea in the university space, where they have the room to experiment. There is something there that can be harnessed.”

Lara Galinsky, Senior Vice President, Echoing Green

In the past decade the number of colleges and universities that teach social entrepreneurship as an academic course has quadrupled. In 2004, 20 universities in the U.S. had a course in social entrepreneurship. Today there are nearly 100 academic institutions in the U.S. that offer courses on social entrepreneurship. As a result, colleges and universities are serving as incubators for young social entrepreneurs and changemakers.

Despite increased interest, rigorous, relevant and innovative social entrepreneurship curricula and teaching resources remain scarce. While Ashoka U’s review board members were encouraged by some of the promising approaches in SE curriculum and teaching, they felt that social entrepreneurship, much like entrepreneurship in the early stages, has work ahead to bring it into legitimacy as an academic discipline.

Ashoka U’s Syllabus Review Project revealed the following factors that shape the current state of SE curriculum and teaching. Many of these obstacles will need to be overcome to improve the quality of curriculum, teaching and the overall SE academic experience for students.

- **Social entrepreneurship is difficult to teach.** Like entrepreneurship, the subject stretches across a range of disciplines and applications, and the field is changing rapidly.
- **Syllabi are being built from scratch.** Many professors are teaching social entrepreneurship for the first time and develop their syllabus from scratch, without the benefit of building on a robust academic foundation or leading examples in the field.
- **One course is asked to do it all.** Faculty members often have to work hard to gain support and authorization for the addition of one course to the curriculum. The demand is for one course to serve students from all disciplines, and levels, to provide a survey of the field, introduction to practitioners, as well as hands-on applied learning and skill-building in venture creation. This is an impossible mandate for a short 16 week course.
- **Progression of learning outcomes is not achieved.** The progression of learning outcomes from the undergraduate level to the graduate level is not clearly defined. Courses are rarely designed in the context of a holistic SE curriculum and current syllabi fall far short of building a body of mastery for SE students.

- **Decentralization creates variance in course content and quality.** Given the multidisciplinary appeal of social entrepreneurship, the field has grown in a decentralized fashion, leading to a wide variance of course content and quality. There is a lack of curriculum cohesiveness for social entrepreneurship degree or certificate programs. This variance exists both across courses and within universities.
- **Minimal practitioner input on course design.** Although many teachers of social entrepreneurship are connected with practitioners, practitioners rarely provide feedback on relevant SE learning outcomes and course design.
- **Peer Support is limited.** Faculty teaching social entrepreneurship have limited opportunities to share best practices among colleagues at conferences or through peer-reviewed journals.

SECTION III:

Promising Approaches in SE Syllabi, Courses and Teaching

This section describes seven of the most successful approaches in the curriculum and teaching of social entrepreneurship. We draw attention to 10 highly rated syllabi that were the best examples among those reviewed. Throughout this section we include comments and recommendations of the curriculum review board.



III. Promising Approaches in SE Syllabi, Courses and Teaching

The most promising approaches to social entrepreneurship education include:

- A. Integrating SE concepts within a Disciplinary Context
- B. Fostering a Personal Connection to Social Entrepreneurship
- C. Depth over Breadth: Focusing on only One Problem/Issue Area
- D. Moving Beyond Idea Creation: Impact Analysis
- E. Connecting Classroom to Real World Problem-Solving: Effectively Engaging SE Practitioners
- F. Introducing Advanced Concepts in Social Entrepreneurship
- G. Employing Smart SE Teaching Tactics

A. Integrating SE concepts within a Disciplinary Context

Exemplary Syllabi

Engineers of the Future: Architects of Dreams, Josef Mittlemann, Brown University

Communication, Culture and Social Entrepreneurship, Nanette Levinson, American University

Introduction to Social Entrepreneurship, Suzanne McKechnie Klahr, Stanford Law School

One of the most promising innovative and powerful approaches identified through the Syllabus Review Project was the integration of social entrepreneurship concepts within a disciplinary context. Faculty submitted syllabi for courses that applied social entrepreneurship to the academic disciplines of engineering, law, communications and Spanish. This approach offers an innovative way to reach and inspire students across disciplines. Students can use the knowledge and skills developed within their major and profession to act as social entrepreneurs and changemakers.

To exemplify this approach, the reviewers selected three highly ranked syllabi. Professor Mittlemann's course is an undergraduate engineering course that is also open to non-engineering majors. Professor Wilson's course is an international communications course in the graduate School of International Service. Professor McKechnie Klahr's course is an elective within the law school.

Reviewers commented:

- The applied approach provides a focus and contextualizes the SE content, provides tools (domain knowledge) for the students to draw upon, and imbues the disciplinary knowledge with purpose.
- A disciplinary context recognizes the diverse settings in which social entrepreneurship unfolds.
- This (applied) course invites students to study SE in a specific context, and therefore makes the field, which can feel vague if not skillfully taught, meaningful and relevant.

Features of these courses:

Future Career Focus

Mittlemann: The course strives to develop the point of view of an “Engineer of the Year 2020.” Professor Mittlemann asks students to connect their personal interests, dreams and aspirations to the demands of the engineering profession, including the ABET accreditation standards required of engineers.

McKechnie Klahr: Students explore various changemaking roles they might have as legal professionals, including social entrepreneur, consultant/legal advisor, board member, investor and community leader. Guest speakers, who hold JDs, represent each of these roles.

Projects that develop Professional/Disciplinary Skill

Levinson: Students design and implement a presentation that communicates creatively and compellingly to convince an organization to partner. They also design and implement a podcast that fellow students evaluate.

Mittlemann: Students work in groups on a design process to address a global need. They are asked to apply science, math and engineering science skills, formulate a design problem statement and specifications, and engage with feasibility considerations.

B. Fostering Personal Connection to Social Entrepreneurship

Exemplary Syllabi

Social Entrepreneurship and The Story of Your Life: A Portfolio of your Past, Present and Future, Scott Sherman, Transformative Action Institute

Social Entrepreneurs, Innovators and Problem Solvers, Anke Wessels, Cornell University

A promising approach in SE course design is to help students achieve a clear understanding of themselves, their dreams, motivations, talents, strengths and aspirations, and to help them connect their passions to social entrepreneurship and changemaking. This approach encourages students to reflect on a series of questions, and engage in a number of projects, class sessions and conversations that build the key skills and mindsets of social entrepreneurs, which include creativity, systems-thinking, risk-taking, resiliency, and the ability to communicate visionary ideas.

To exemplify this approach, our reviewers chose two highly ranked syllabi. The first is an undergraduate course taught by Professor Sherman of the Transformative Action Institute that has been adapted and taught at over 20 different institutions. The second syllabus is also designed for an undergraduate course, taught by Professor Wessels of Cornell University and adapted from Sherman’s syllabus. While the approach is very similar, it may be interesting for users of this guide to see how Wessels modified and customized the course to make it her own.

Reviewers Commented:

- The strongest syllabi included provocative questions to frame the course and offered multiple opportunities for students to reflect and build personal connections to the work.

- The portfolio model creates an experience where students reflect on their own leadership and participation in the changemaking process. This reflection piece is critical and yet missing in many of the syllabi.
- For a budding social entrepreneur this course approach is highly relevant – it carefully builds the blueprint for students, starting with creativity and leadership, moving to networking and ending with communications.

Features of these Courses:

Portfolio Assignment

Students compile a portfolio of their best work from the semester. Students receive a set of portfolio questions upon which to reflect, and are asked to revise and improve homework exercises over time to challenge themselves to achieve their full potential. They are encouraged to be creative and to use artwork, photographs, music and other elements that express who they are.

Transformation Groups

Students organize in project groups called “Transformation Groups.” The mandate of the Transformation Groups is for students to work on a project for a real world SE organization, discuss the portfolio questions and answers, and build trust and empathic listening skills.

C. Focusing on Depth over Breadth: One Problem/Issue Area

Exemplary Syllabus

Advanced Seminar in Social Entrepreneurship, J. Gregory Dees, Duke University

A promising approach is to choose to focus on depth over breadth, by examining a single social issue over the course of the semester. Problem or issue area focused courses can offer a more in-depth analytical experience, particularly for students who have already completed an introductory SE course. Problem or Issue-area focused courses are a good example of how courses within a holistic SE program can build a progression of knowledge and skills.

The syllabus selected by reviewers to exemplify this approach is an advanced seminar taught at the Fuqua School of Business by Professor Greg Dees, long acknowledged as one of the academic pioneers in social entrepreneurship.

The graduate course focuses on the various problems associated with global poverty and the potential for social entrepreneurship to address them, paying particular attention to market-oriented approaches, including microfinance, marketing to the base of the pyramid and fair trade.

Reviewers Commented:

- The course design is very strong. It explores the boundaries of social entrepreneurship and uses one field (poverty) to focus on understanding social enterprise.
- The materials are excellent and have a high level of rigor.

- The course does an excellent job of showcasing several different approaches to social entrepreneurship, by focusing on models that address the issue of poverty.

Features of this course:

Prerequisite

The prerequisite for this course is an introductory SE course.

Modules that Build Competency

The course is designed around three modules that build on one another to ensure a progression of knowledge.

High Level of Rigor

The course features a rigorous reading list and challenging set of study questions for each section.

D. Moving Beyond Idea Creation: Impact Analysis

Exemplary Syllabus

Innovative Social Enterprises: Nurturing Social and Civic Good, Nancy Wilson, Tufts University

Social entrepreneurship courses often focus on idea creation and innovation without bringing rigorous analysis and attention to impact, the true “endgame” of social entrepreneurship. A promising approach is to give students the tools and mandate to think about, assess and plan for impact. Nancy Wilson’s course taught at the Jonathan M. Tisch College of Citizenship and Public Service at Tuft’s University is an exemplary syllabus focusing on impact analysis.

Reviewers Commented:

- This course identifies potential impact shown in multiple different settings—Wal-Mart to Teach for America – and is a good overview of the field for all types of students.
- Wide range of inquiry with structured guidance and great use of relevant guest speakers.

Features of this course:

Use of Social Impact Model

Students are introduced to a social impact model and use it throughout the course to evaluate the impact of their own venture ideas and existing organizations and companies.

Analysis of SE Impact across Sectors

Students analyze case studies that span the for-profit, nonprofit, government, philanthropic, and microfinance sectors and evaluate the social impact of each. Cases include: Honey Care Africa, Teach for America, IKEA, New Profit, Jumpstart, Timberland, Wal-Mart, and Share our Strength.

E. Connecting the Classroom to Real World Problem-Solving: Effectively Engaging SE Practitioners

Exemplary Syllabus

Business Solutions to Global Poverty: Learning Through Service, Francy Milner, University of Colorado at Boulder

It is critical for social entrepreneurship education to connect students to the actual practice of social entrepreneurship and those who are leaders in the field. Most of the syllabi reviewed included an activity that enabled students to engage with practitioners and role models in social entrepreneurship. Reviewers noted varying levels of success across the syllabi in selecting practitioners who truly exemplify social entrepreneurship, bringing practitioner guest speakers into the academic experience in a rigorous and relevant manner, and connecting students and practitioners to create value for both.

The reviewers selected a syllabus from a graduate course at the Leeds School of Business taught by Professor Milner to exemplify an innovative way to connect students to projects in social entrepreneurship. Rather than connecting students to Ashoka Fellows or typical social entrepreneurs, students partner with Peace Corps volunteers who are trying to employ business solutions to address social and environmental issues in the countries where they are working.

Reviewers Commented:

- Students have the opportunity to experience the work of social entrepreneurs from multiple perspectives.
- The connection with practitioners makes the experience more relevant and useful for students.

Features of this Course:

Practitioner Project Integrated with In-Class Time

The project is introduced at the start of the semester and the classroom sessions integrate well with the activities and deliverables of the project.

Mutual Benefit from Project

Students are asked to create a case study for their organizational partner that brings greater visibility to their ventures. This can produce a more tangible benefit for the social entrepreneur than the traditional consulting project deliverable of a presentation or report.

F. Introducing Advanced Concepts in Social Entrepreneurship

Exemplary Syllabus

Social Investment and Entrepreneurship, Maximilian Martin, University of St. Gallen (Switzerland)

As the field matures and as professors teach social entrepreneurship over a number of years, there are some promising developments in syllabi that present advanced conceptual frameworks for social entrepreneurship.

As institutions build holistic SE programs that include a series of multi-level courses, and as student interest and involvement grows, courses that tackle challenging, advanced concepts will be an important offering within a comprehensive SE program.

Reviewers selected a syllabus by Professor Martin taught at the Center for Leadership and Values in Society, to exemplify advanced concepts and frameworks. This graduate level course focuses on the role of social investing in entrepreneurship. This course may also serve as a useful example for faculty teaching in (for-profit) entrepreneurship programs that seek to integrate social entrepreneurship concepts.

Reviewers Commented:

- Strategy serves as the framing discipline for this graduate business school course and it is consistently and rigorously maintained in the readings selected and the framing for class discussions.
- The focus on capital markets is an area of distinction in this course and the field should draw upon Professor Martin's expertise.

Features of this course:

Compressed Course

This course is structured as a compressed course, delivered over four consecutive days.

Modules that Build Competency

The course is designed around four modules that build on one another to ensure a progression of knowledge.

High Level of Rigor

The course features a rigorous reading list, including economic texts, and a well selected set of case studies specific to social investment.

G. Employing Smart SE Teaching Tactics

Our reviewers noted several pedagogical practices that are particularly effective for teaching social entrepreneurship. We share these tactics in this section and point to syllabi that exemplify their use.

Incubators and Business Plan Competitions as Course Materials

Exemplary Syllabus

Social Entrepreneurship, Eric Carlson, Santa Clara University

This graduate course connects a business plan competition and incubators to a rigorous academic, SE classroom experience. While many universities run business plan competitions, and some universities also have incubators that support students in taking an idea from conception to launch of an enterprise/organization, generally both exist outside of the academic experience.

Over the past seven years Santa Clara University has worked with 102 social enterprises through their Global Social Business Incubator (GSBI). These are new ventures that seek to create sustainable, scalable businesses. The students in Professor Carlson's class have access to all of the business plans from the GSBI, and these plans are used as instructional materials and for their academic analysis. Students are able to contact the GSBI entrepreneurs who created the business plans and complete an analysis of how one of the enterprises in the GSBI can improve its business plan. Final projects are made available to the GSBI participants.

Smart teaching tactics in other exemplary syllabi include:

Study of Failures

(Mittlemann) Students are required to explore, understand, articulate and reflect on why entities and people fail.

Case Study Creation by Students

(Mittlemann, Milner) Students work in groups to create case studies of SE ventures as one of their assignments. Mittlemann uses these student-created case studies in subsequent years as part of the course material.

SECTION IV:

Areas for Improvement in Syllabi, Courses and Teaching

This section outlines some common shortcomings of curriculum and teaching in social entrepreneurship as identified by the Syllabus Review Board.

In many cases the weaknesses are areas that require more consideration, study and problem-solving to prevent these common pitfalls, and to improve upon the rigor and relevance of SE education.



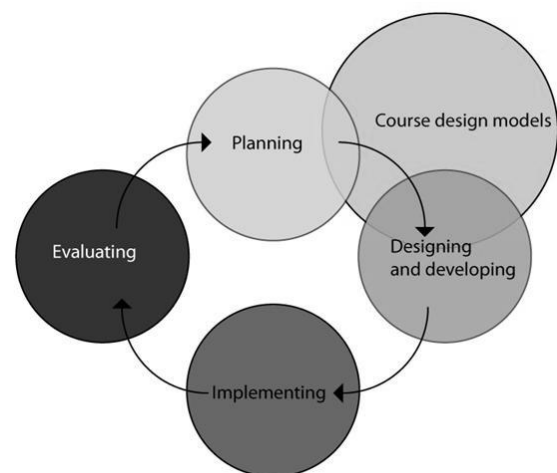
IV. Areas for Improvement in Syllabi, Courses and Teaching

Areas for Improvement for social entrepreneurship education include:

- A. Get the definition right
- B. Gain clarity on purpose: Understand social entrepreneurship or be a social entrepreneur?
- C. Teach one topic: Avoid the temptation to teach all in one
- D. Design courses with learning outcomes and a clear progression in mind
- E. Make learning student-centered and participatory
- F. Select case studies carefully
- G. Connect with the real world: Integrate applied learning
- H. Increase the rigor of SE coursework

We highlight these areas of improvement to assist professors across the various stages of planning, designing, teaching and evaluating SE course syllabi.

The following recommendations will support instructors at the intersection of planning and design. As a field, we need to be on the look out for new techniques and solutions to address each weakness.



A. Get the Definition Right

The most frequent and strong criticism of the syllabi reviewed was that the courses do not seek to clearly define social entrepreneurship. Students need a clear definition of social entrepreneurship to be able to hold a well-informed view, and to be able to understand and evaluate the range of definitions, terms and agendas.

Students need clear content and course materials that help them differentiate SE from traditional nonprofit, charity and service projects, as well as convey how social entrepreneurship differs from mainstream government and business. A SE course must present and clarify with rigor the ways in which social entrepreneurship intersects with other terms and concepts.

Syllabi often conflated social entrepreneurship with the following terms:

- Social enterprise
- Social innovation
- Nonprofit Management
- Corporate Social Responsibility
- Sustainability
- Philanthropy
- Venture Philanthropy

Resource:

For Ashoka’s definition of Social Entrepreneurship, please refer to *Section I. Vision: Towards a Robust and Integrated Social Entrepreneurship Education Experience*.

B. Gain Clarity on Purpose: Understand Social Entrepreneurship or Be a Social Entrepreneur?

There is often a tension in the purpose of a course: Are we training students to understand social entrepreneurship, or become social entrepreneurs (launching a new venture) or intrapreneurs (applying SE thinking and mindset to create change within an existing enterprise)?

Very few syllabi clearly answer this question, leading to a disjointed collection of topics that try to address all of these goals, which is often not effective at achieving any of the goals.

C. Teach one Topic: Avoid the Temptation to Teach All in One

Many syllabi exhibit a general lack of clarity and choose breadth over depth. Unfortunately, many faculty members are teaching the only course on SE at their institution, and feel pressured to cover the gamut of topics. However, this “kitchen sink” approach is a disservice to student learning outcomes. Many reviewed syllabi struggled unsuccessfully to cover all of the following in one course:

- Hard skills and soft-skills of social entrepreneurs
- The field of social entrepreneurship
- How to be a social entrepreneur
- How to plan, launch and scale a new venture
- Nonprofit and for-profit SE structures

D. Design Courses with Learning Outcomes and a Clear Progression in Mind

Syllabi often do not state intended learning outcomes. Learning outcomes can be strengthened by being more specific to social entrepreneurship. It is important to have a clear progression from week to week. Reviewers often noticed a disjointed collection of ideas and applauded syllabi that build a well thought out path toward achieving stated learning outcomes.

A syllabus could also directly state how the course fits into a holistic set of SE courses that build on each other. Ideally, a syllabus would demonstrate a clear progression toward a set of learning outcomes, over a series of courses that produce a mastery of social entrepreneurship.

Reviewers recommended that professors focus first on the big ideas that students should grasp, and work backwards from those ideas (i.e. backwards design). Too many syllabi reflect a design process that starts with the texts, which is antithetical to helping students achieve clear learning outcomes.

Resources:

G. Wiggins & J. McTighe, "Understanding by Design," 2d ed. (2005, Association for Supervision and Curriculum Development ASCD)

See Appendix B: Draft Learning Outcomes.

E. Make Learning Student-Centered and Participatory

Reviewers highlighted the over-reliance on the “transmission model” of learning, the imparting of facts and knowledge. Students learn best from a “transformational” model of education, one that engages students as active explorers in things that matter most to their growth and development, taps into their intrinsic motivations and passions and connects them to social entrepreneurship.

F. Select Case Studies Carefully

Case-based learning is a good tool for teaching SE, however, many of the cases being taught in SE courses are not relevant. Often, they are not well suited for SE and not set up to highlight critical issues and topics of relevance to social entrepreneurship. Many case studies are also quite dated, which is a concern with the field developing so rapidly.

There is a clear need to identify more cases that are relevant to social entrepreneurship, and particularly for undergraduate level and non-business school students.

G. Connect with the Real World: Integrate Applied Learning

Social entrepreneurship is often taught in a vacuum, with little application to the real world of practice. Create thoughtful ways for students to connect and engage with problems at the university or local community to apply and practice their changemaking skills. Unfortunately, many of the syllabi reviewed includes overly simplistic applied learning assignments that asked students to profile a social entrepreneur or an organization, or engage in traditional community service and service learning activity without a root cause analysis perspective. At the same time, courses often lack a balance between academic learning and applied learning, and often over-emphasize one or the other.

Resources:

Ashoka U offers principles and guidelines for faculty, university leaders, and students as they seek to integrate applied learning by engaging Ashoka Fellows and other social entrepreneurs. (Please see *Appendix C: Protocol for Engaging SE Practitioners in University-based SE*).

H. Increase the Rigor of SE Coursework

Although reviewers readily recognize that rigor is difficult to judge from a syllabus alone, they were struck by the lack of rigor in many of the SE course syllabi reviewed. The level of rigor requires further investigation and classroom observation to fully understand the degree to which SE courses are matching up to the level of difficulty required from other courses at the college or university. Reviewers would have liked to have seen courses in social entrepreneurship that include more challenging assignments for students.

SECTION V:

Areas for Growth and Innovation in SE Academic Space

As a result of the Syllabus Review Project, the Syllabus Review Board and Ashoka U surfaced several key areas for growth and innovation in the SE academic space. These represent new opportunities for professors in the field and thought leaders to work together to build on the current state of SE syllabi to tackle many of the challenges and develop new standards, tools and resources to advance the field.



V. Areas for Growth and Innovation in SE Academic Space

The Syllabus Review Project identified the following areas for growth and innovation in the SE academic space:

- A. Development of Learning Outcomes and Standards for Social Entrepreneurs and Changemakers
- B. Development of “Great Works in Social Entrepreneurship”
- C. Development of Industry Standard for a Comprehensive and Holistic SE Course of Study
- D. Professional Development in Teaching Social Entrepreneurship

A. Development of Learning Outcomes and Standards

As noted throughout this guide, the syllabi and field of SE lacks clear, compelling SE specific learning outcomes and standards around which to design SE courses. There is also limited understanding or common agreement on the learning outcomes and standards for the undergraduate level versus the graduate level. Our reviewers offered their opinions on learning outcomes that should be included, which appear in Appendix D as Draft Learning Outcomes. This is a critical and important area that is ripe for focus and attention from the field and requires further work and development.

B. Development of “Great Works in SE”

Reviewers noted an inconsistency in the quality and use of required texts in SE courses. The field would benefit from developing a ‘canon’ for SE; a set of texts and case studies that students who have achieved a mastery of SE have read and analyzed and that serve as a common body of knowledge.

C. Development of Industry Standard for a Comprehensive and Holistic SE Course of Study

As more universities and colleges introduce minors and certificates in SE, there is a need for development of comprehensive courses of study that produce mastery of knowledge, skills and mindset required for social entrepreneurs and changemakers. The field could benefit from shared agreement on what constitutes that set of required learning and the mastery of it.

D. Professional Development in Teaching Social Entrepreneurship

Reviewers noted the limitations of reviewing only syllabi, without the opportunity to see professors in their classrooms, engaging with students and bringing the materials to life. However, unlike other academic disciplines, professors have limited opportunities to gain feedback on their classroom techniques since they may be the only professor at their institution that currently teaches social entrepreneurship. The reviewers highlight the need for venues for faculty to share techniques and best practices, co-design and develop curricula, and hone their craft through peer feedback.

SECTION VI:

Appendices

- (A) Syllabus Review Project Methodology
- (B) Draft Learning Outcomes
- (C) Protocol for Engaging SE Practitioners in University-based Social Entrepreneurship
- (D) Exemplary Syllabi



Appendix A: Syllabus Review Project Methodology

(This is the project overview, instructions, and scoring sheet provided to our Syllabus Review Board)

I. PROCESS

Collection

Ashoka U advertised the call for syllabi along with Teaching Resource Handbook request for submissions. We sent the invitation to 1,200 of our personal contacts at universities around the world. Specifically, we asked our network to:

“Please submit social entrepreneurship course syllabi and innovative classroom activities that exemplify excellent social entrepreneurship education. For a class to be considered in this category, at least 60% of the coursework must be focused on social entrepreneurship; cross disciplinary courses are highly encouraged. All entries will be reviewed by an expert board. Selected entries will receive feedback and be highlighted as best practices in the field.”

Over 50 syllabi were submitted from 34 universities from across the country and around the world.

Curriculum Review

Although our priority unit of change is the institution, we have made an attempt to develop curriculum review criteria (which we will improve based on your feedback!) with a high standard of excellence for social entrepreneurship coursework. Specifically, we are looking for innovative and rigorous courses that will lead to practical learning outcomes for future social entrepreneurs and changemakers.

As a reviewer, we ask that you critically review the curriculum available. We believe it is as important to identify strengths as it is to point out gaps in the curricular foundation for social entrepreneurship. After reviewing the syllabi assigned to you, we will ask for your overall impressions on areas for growth.

II. REVIEWER INSTRUCTIONS

Review Steps and Time Allocation

The Curriculum Review Process includes three steps (5 hours total)
30 minutes preparation reading this document and preparing

- 1. Syllabi Review and Scoring: Approx. 30 minutes per syllabi (2 hours total)**
 - a. Review the 4-5 syllabi that have been sent to you and make notes of your impressions based on the criteria.
 - b. Insert the name of the course and professor for each syllabi in the scoring worksheet.
 - c. Score each criteria category (innovation, rigor, and relevance) on a scale from 1-5.
 - d. Write a brief description qualifying your score that outlines *BOTH the positive attributes of the syllabi AND areas for improvement.*
- 2. Existing Strengths, Areas for Growth, and Key Learning Outcomes: 30 minutes**
 - a. After completing the review, the scoring worksheet will ask for your overall impressions of strengths in the curriculum, your insights on areas for growth and key learning outcomes that you would like to see integrated in social entrepreneurship coursework.
- 3. Group Discussion : 2 hours**
 - a. The group discussion will provide a forum to share insights, feedback, and suggestions

III. SCORING LOGISTICS

Score

The syllabi will be scored on a scale from 1-5 (1 = needs a lot of improvement; 5 = model of excellence)

Criteria Descriptions: Innovation, Rigor, and Practical Relevance

Innovation: This syllabus promotes a change in thought processes and improved quality of learning and deep understanding through unique, varied and successfully applied classroom components (in class exercises, out-of-class activities, course assignments, and evaluation criteria).

Rigor: The syllabus demonstrates a comprehensive, effective methodology for articulating social entrepreneurship (and differentiating it from traditional non-profits or charity) and evaluates the progress of students based on pre-articulated learning outcomes that correspond to course activities.

Practical Relevance: The skills learned throughout the course have real world implications in social entrepreneurship; driving students towards success in a wide variety of fields.

IV. SYLLABUS SCORING WORKSHEET

PART I: SYLLABI REVIEW

Syllabus 1

Course Name:

Instructor:

1. Innovation Score: ____

In 50-100 words, please describe how the syllabus promotes **INNOVATIVE** learning.

2. Rigor Score: ____

In 50-100 words, please describe how the syllabus ensures a **RIGOROUS** learning environment.

3. Relevance Score ____

In 50-100 words, please describe how the syllabus engages the student in practically **RELEVANT** learning for social entrepreneurship.

PART II: OVERALL IMPRESSIONS

1. What are the overall strengths of the syllabi that you reviewed?
2. What are some areas for improvement?
3. In your opinion, what are the top 5 learning outcomes that students need to have graduated with a strong foundation in social entrepreneurship? (please feel free to differentiate between undergrad or grad, but it's not required)

Appendix B: Learning Outcomes for Social Entrepreneurs and Changemakers

DRAFT, August 2010

A. Ways of Knowing

1. **Understand the field of Social Entrepreneurship.** How it differs from traditional nonprofits and charities, social enterprise, CSR, philanthropy and service projects. Know the major players, how the field has changed and where it is headed.
2. **Know the community through engagement.** Through engagements with social entrepreneurship organizations and their leaders, get to know the root cause of a problem, the constraints, community conditions and entrenched interests at play.

B. Ways of Thinking

3. **Think in systems.** Possess the ability to analyze a problem in the context of a system and to think about why the system doesn't work. Be able to make hypotheses about what would be required to make the system work at the scale of the problem.
4. **Identify problems and define and design solutions.** Be able to define a problem and identify and design solutions that take into account both intended and unintended consequences.
5. **Think creatively.** Possess the ability to think creatively, to push thinking beyond today, the text, the book, the classroom, and to envision a world as it should be.
6. **Think with a focus on results.** Possess the ability to map activities and tactics toward short and long-term measurable, tangible results, and to learn continuously from diverse places and from failures along the way.

C. Ways of Interacting

7. **Communicate clearly and convincingly.** Be able to create and deliver crisp, concise communication of a problem and its solution and why one should care and act.
8. **Build coalitions and teams.** Be able to build strong coalitions and teams through effective vision-setting, negotiation and communication.

D. Ways of Being

9. **Understand oneself.** Awareness of personal passions, motivations, aspirations, abilities and limitations, paired with a commitment to work on improving oneself as a changemaker.
10. **Sense of purpose and self-permission.** Awareness of change one wants to see in the world and self-permission to take risks to pursue it.

Appendix C: Protocol for Engaging SE Practitioners in University-based SE

Ashoka U offers this protocol and guidelines based on 30 years of experience working with, and on behalf of Ashoka Fellows, 2,500 of the world's leading social entrepreneurs (SEs).

Guiding Principles

Ashoka and Ashoka U believe SE education programs are strongest when they connect theory to practice and we encourage universities to involve SE practitioners in their programs. We recommend that universities shape engagements with social entrepreneurs around these three guiding principles:

1. Social Entrepreneurs are in service to their vision and mission.

This means that all of their time, energy and effort are directed at achieving their vision of systems-change in their field. This laser-focus on the realization of their visions is what makes SE practitioners compelling and inspiring role models for your students. At the moment very few social entrepreneurs have the vision and mission of improving social entrepreneurship education, your mission and vision. An engagement that directly advances the SE's vision and mission has the best chance of success.

2. Social Entrepreneurs are CEOs of companies and organizations.

Social Entrepreneurs at the top of their organizations, run sizable and significant enterprises, travel frequently and work long hours. Much like one would follow the proper protocol to invite Steve Jobs, CEO of Apple, to speak on campus, one should follow the same process to invite an Ashoka Fellow/leading social entrepreneur.

3. Social Entrepreneurs are potential employers.

Social entrepreneurs are always on the hunt for talented changemakers to join their teams and advance their visions. Universities should consider that social entrepreneurs are potential employers who have a vested interest in how students are trained in the skills of social entrepreneurship. Please treat each social entrepreneur as a possible future employer of your graduates.

Guidelines and Protocol for Engagements with Social Entrepreneurs

1. Profiling Social Entrepreneurs and their Organizations/Companies

Many SE courses will seek to engage students with the SE community of practice and Ashoka encourages this and supports campuses to bring leading social entrepreneurs to campus as speakers, advisors, mentors and role models. However, an assignment that appears frequently in the diversity of SE syllabi is to interview and profile a social entrepreneur or his/her organization. While this assignment promises to be inspirational and educational for the student, it does not advance the vision of the SE. It is not appropriate or recommended protocol to ask students to email or cold call SEs to interview them for individual profiles. Suggested alternatives include:

a) Accessing profiles and interviews available online

- Ashoka US has a robust portfolio of Fellow profiles.
- Many SEs have videos on Youtube where they speak about their work and personal journeys.
- Most SEs have been covered extensively in the mainstream press and media.

b) Inviting a SE to visit the class. The whole class interviews the SE to create a profile.

This is a better use of the SE's time, if he/she is willing to give it to your class.

c) Inviting SEs to visit the university as a speaker to the whole campus.

This is a much more leveraged way to engage SEs as inspirational role models for students. See #3 below for guidelines on inviting SE speakers.

2. Placing Students in Internship with Social Entrepreneurs

Social Entrepreneurs are approached daily by students and others who would like to intern for them. Today there are far more aspiring social entrepreneurs, than there are leading social entrepreneurs who can offer internships. Universities should assume that obtaining an internship is highly competitive. Ashoka U suggests that universities who would like to place their students as interns:

- **Articulate the quality and depth of training and SE mastery achieved by your students**
SE education is new and most SE practitioners are not familiar with university-based SE education. Plan to market the value of your university's SE program to practitioners, including details about the kinds of SE courses and training your students have completed, the level of faculty supervision the intern receives, and the process by which students are vetted for internships. This enables SEs to make an informed choice about taking interns from your institution. Broker a relationship on behalf of your university, rather than an individual student. We recommend approaching first the HR department or officer, rather than the SE/Founder.
- **Seek alternative apprenticeship opportunities for your students that require less time and effort on the part of the SE organization, and engage your students in substantive change-making work.** Doing an internship focused on solving a systemic problem for a department of your university is a great place to start. Structuring a way for a whole class to work with one SE or SE's organization is another.

3. Inviting Social Entrepreneurs as Speakers

Many Ashoka Fellows and leading social entrepreneurs would be delighted to speak to your faculty, student body, alumni and community. Many feel compelled to give back to the next generation of changemakers and to encourage others to seek ways to create systemic change. Please recognize that it is not "their job" to speak on college campuses, and most will likely be doing it on their own time. Protocol and standards within the field include:

- It is customary to offer an honorarium to the individual or his/her organization and to pay his/her travel expenses, if required. Many SEs will have a standard speaking fee. We suggest that you inquire about this fee when inviting the SE to speak.
- Make plans to minimize the follow up required of the SE. Students and/ or faculty will want to follow up with the SE speaker with more questions or requests for advice or support. This puts the SE in a very awkward position because it demands more time away from service to his/her vision and yet the SE will not want to discourage aspiring SEs.

4. Selecting Practitioners to Engage: SE versus non-SE

Social entrepreneurs spend considerably less time and thought on the definition and categorization of social entrepreneurship than those of us in the academic field of social entrepreneurship. However, many of them have been through rigorous vetting processes that "earned" them the title of social entrepreneur, including the Ashoka Fellow selection process. When designing applied learning and practitioner engagement activities, we suggest universities prioritize connections to those individuals who have been vetted by a third party as a social entrepreneur. Vetting organizations include, but are not limited to: Ashoka, Echoing Green, Draper Richards Foundation, New Profit, and the Skoll Foundation.

Appendix D: Exemplary Syllabi

Ashoka U expresses our thanks and gratitude to these faculty members for sharing their syllabi with us and the field.

Listed in order of reference in this guide

Engineers of the Future: Architects of Dreams, Josef Mittlemann, Brown University, Undergraduate - level

Communication, Culture and Social Entrepreneurship, Nanette Levinson, International Communication Program, American University, Graduate - level

Introduction to Social Entrepreneurship, Suzanne McKechnie Klahr, Stanford Law School, Graduate-level

Social Entrepreneurship and The Story of Your Life: A Portfolio of your Past, Present and Future, Scott Sherman, Transformative Action Institute, Undergraduate - level

Social Entrepreneurs, Innovators and Problem Solvers, Anke Wessels, Cornell University, Undergraduate - level

Advanced Seminar in Social Entrepreneurship, J. Gregory Dees, Fuqua School of Business, Duke University, Graduate - level

Innovative Social Enterprises: Nurturing Social and Civic Good, Nancy Wilson, Jonathan M. Tisch College of Citizenship and Public Service, Tufts University, Undergraduate - level

Business Solutions to Global Poverty: Learning Through Service, Francy Milner, Leeds School of Business, University of Colorado at Boulder, Graduate - level

Social Investment and Entrepreneurship, Maximilian Martin, Center for Leadership and Values in Society, University of St. Gallen (Switzerland), Graduate - level

Social Entrepreneurship, Eric Carlson, Center for Science, Technology and Society, Santa Clara University, Graduate - level



Engineers of the Future:
Architects of Dreams

JOSEF MITTLEMAN
FALL 2009

BROWN UNIVERSITY

Engineers of the Future: Architects of Dreams

Fall 2009

Course Overview

Class Times: Tuesday and Thursday 1pm-2:20

In this course, students are provided a broad platform for the purpose of integrating the fundamentals of science and technology as presented, for example, early in the Engineering concentration (or its equivalent) with the spectrum of learning needed to continuously create, capture and sustain value in the face of a constantly changing world. Challenges and demands such as: renewable energy sources; causes and effects of global warming; sufficient drinking water; green buildings; and infrastructure needs in developing countries are examined from an entrepreneurial viewpoint using multiple approaches in a variety of cultural settings in the greater context of “good work.”¹

Through a combination of readings, discussion, guest lectures, case studies, a customized design and case writing project each participant learns to think dynamically across diverse domains while gaining mastery over the distinctions that power successful global problem solving.

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Part 1 Educational Objectives

Overall Objective: In this course we will build on the engineering skill sets learned by students in the first year basic engineering curriculum or the equivalent and broaden their thinking to include non-engineering specific approaches to problem solving on a worldwide basis. (**Note:** *An engineering background is not a prerequisite to this course. Students should be willing to experiment with creating rough prototypes to exhibit the principles behind their design project. Ample support is given to help students in this regard.*) We engage with the basic processes and determine the values and innovative approaches necessary for entities to perform consistently well in pursuit of their “good” purposes in the 21st

We engage with the basic processes and determine the values and innovative approaches necessary for entities to perform consistently well in pursuit of their “good” purposes in the 21st century.

¹ Refers to the “Good Work Project” <http://www.goodworkproject.org> a research project of Harvard Project Zero, Stanford Center on Adolescence and the Quality of Life Research Center at Claremont Graduate University. Further references in the syllabus to “good work” refer to the same.



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The course strives to develop the point of view of an “Engineer of the Year 2020”² (one who invariably must understand and integrate the technological with the cultural, strategic, global and humanistic demands of the current and future generations in the context of a greater good). The course includes a semester long team based design project which is then integrated into a case study written by the student teams. Students will need to operate efficiently and creatively in a variety of formats and be able to communicate effectively and understand risks that invariably change from setting to setting. Financial, leadership, social and communication competencies and capabilities will be examined and developed. The objectives are accomplished through the integrative use of readings, case studies, written work, discussion groups, team design projects and guest lectures.

Specific Objectives:

1. **Liberal arts and “Engineers of the Future:”** To create a liberal arts based scholarly forum in which students (many of whom will be engineering students) can discuss what inspired them to become and do the “good work”³ of engineers (or others engaged with science and technology) and to investigate, in a holistic manner, what they will need to master and how they can construct a framework to work within in order to make those dreams a reality.
2. **Global Inquiry:** To provide the opportunity to tie individual ideas and projects into global frameworks. The intent is to create a strong and broad foundation for thinking about their “good work” ahead as they make their way through the engineering or equivalent program.
3. **Be the Architect of Your Dreams:** To provide the opportunity for students to connect their dreams and aspirations to the basic criteria established by ABET as enablers in “engineering theory and practice” (but applicable to all - hereinafter referred to as “ETP”). To further integrate this work into the theories and processes employed by both technological and other innovators and managers as they work to achieve their particular objectives. This is done through specific readings, written case analysis and small discussion groups, and the creation of a design project and case study, which in turn are integrated and presented at the end of the semester.
4. **Broad Based Design Experience:** To provide a meaningful engineering design experience for all students irrespective of their backgrounds, as envisioned by the ABET criteria, building upon many fundamental concepts of mathematics, the humanities and social sciences and communication skills.
5. **Creating an Actual Design Project to address a Global Need:** To provide an opportunity through the design project and its integration into the Case Writing Term Project, for students to: “devise a system, component, or process to meet desired needs; to allow students to engage in a decision-making process (often iterative), in which they are asked to apply basic science, math and engineering science skills learned to date to achieve a stated objective; think creatively, use open-ended

² Refers to the NAE study of that name.

³ see footnote 1


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problems, use where possible modern design theory and methodology, formulate a design problem statement and specifications, consider engineering and non engineering alternative solutions, engage with feasibility considerations and constraints across a broad spectrum of issues that can include economic factors, safety, reliability, aesthetics, ethics, and social impact, production processes, concurrent engineering design, and detailed system descriptions⁴.

6. **Economic Sustainability:** To understand markets and market forces through examination of underlying theory and tools. This is accomplished in specific case discussions as well as in the work students do on the term project.
7. **Strategic Planning:** To understand different approaches within the strategic planning paradigm so as to align process (including feedback) with objectives, irrespective of entity.
 - i. Strengths, weakness, opportunities, threats As part of the objective to understand the fundamentals behind strategic thought and planning, students analyze the concepts of internal weaknesses and capabilities (or competencies) and external threats and opportunities. Cases and readings provide an excellent opportunity to examine examples of internal weaknesses such as lack of organizational structure or poor financial planning. These can then be contextualized with examples of external threats such as new government regulation of products or low unemployment and high wages.
 - ii. Value creation: To understand and be able to employ the concepts of value, value creation and value capture as well as the traditional value chain paradigm from both an economic and world need basis.
8. **New Products:** To examine the genesis and process of product development and its inter-relationships within the organization.
9. **Writing a Case Study:** To learn to apply best theory and practices by having student teams construct a case study, teaching notes and takeaways as a term project. In this project, students will:
 - i. **Why People Fail:** Gain a better understanding of not only how things go right in the best of situations but also why entities and people fail. This is developed by first giving students control over the contents or the amount of information to be contained in the actual case studies. It is further explored when the students write their individual teaching notes, which detail how the case is taught and its learning opportunities. A feedback loop is provided to allow students to put in writing the lessons learned throughout the project. Continuous support is contained in discussions and notes posted on "MyCourses."

⁴ (adapted from and quoted in part from "Designing Engineers: Integration of Engineering "Professional Responsibility" in the Capstone Design Experience." Author(s): Steven P. Nichols- Online Ethics Center Website) ABET design criteria I.C.3.d.3.c.

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ii. **Critical Thinking:** Think critically about issues confronting enterprises and to understand and prioritize alternatives available to them. This is accomplished during and in preparation for the student conducted interviews of the protagonists as well as in the writing of the case study itself. It is done in the context of the classroom work and readings throughout the semester.

iii. **Team Dynamics:** Learn team dynamics. To accomplish this, teams are provided readings and guidance and are monitored by both the instructor and teaching assistants.

Part 2: Student Concentration/Future Career Focus

While this course is designed for undergraduates in the Engineering concentration, it will also serve well students with a science and math background and those interested in the environment, who wish to engage in a global design project as well as the other course components. The course will provide its participants with the opportunity to develop a broad value based analytical approach to and extend their interests (through engineering or other studies) in global issues of great significance and a greater good. It also seeks to provide students with an approach to their studies that accelerates and energizes their understanding of the meaningful role they can play in society through engineering and entrepreneurial-based approaches. While the course borrows central concepts found in engineering, economic and social texts, it also builds on and broadens fundamentals of decision analysis, sustainable “value creation and capture” and communications and human relationships. The course is taught from an entrepreneurial vantage point.

The student who successfully completes this course will gain a solid understanding of the principles and practices of large scale development and idea generation, providing an invaluable dimension for further study and “good work” in fields of engineering, urban studies and planning, international relations, architecture, sociology and economics and for careers in engineering, consulting, law, international relations, business, entrepreneurial startups and academia.

Part 3 Course Content and Organization

See the sections below starting on page 6 for a detailed explanation of the semester’s activities.

Course Requirements

Attendance, thorough and timely reading of the materials and participation are totally essential to the case study method but more importantly to a meaningful engagement in the course. Only those students who are willing to make that commitment should enroll (barring, of course, unforeseeable and unavoidable absences).

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As the class is dynamic and contextualized by the environment, please expect several emails a week from Professor Mittlemann that may include: current events or articles relevant to what we are or have studied; clarifications of material covered in class; feedback on your presentations or participation; job opportunities and last minute dinner invitations. It is highly recommended to set up a Gmail or other free account with storage capability. In addition, you should make a habit of checking the website daily for new entries.

Grading

Participation: represents 15% of your final grade. It is graded as follows: students are evaluated on their preparation of the assigned reading and success in orally building on other students' remarks and questioning thoughtfully the reading material both in class and in section. Obviously, being in attendance is a quid pro quo. Provisional participation grades are discussed at mid-term. **Each student is expected to hand in by email, an assessment of their participation and what they have contributed to and "taken away" at this point from the class.**

Quizzes and Paper(s): represent 15% of your final grade. There will be one open book quiz and two 750-word papers focusing mainly on the non-case related readings.

Term Design Project: represents 40% of your final grade. It has four components: your semester work on the project as reflected in your weekly update reports (10 points); the actual oral and visual presentation of the project (10 points); the incorporation of the design project into your case study (10 points based on a successful inclusion of the project into your case study); your design assessments (5 points- see guidelines) and the final takeaways (5 points based on the depth of your reflection- see guidelines). The presentation portion of your term design project is a group grade with each person getting the same grade. Your semester work, project assessments and final takeaways are graded individually.

The Term Case Study Project: represents 30% of your final grade. It has three components: the actual case study (17.5), the teaching notes (7.5 points see guidelines) and the final case takeaways (5 points based on the depth of your reflection- see guidelines). Your case study is a group grade with each person getting the same grade. Your teaching notes and final takeaways are graded individually.

Course Hours and Location

Course hours are 1:00 PM to 2:20 Tuesdays and Thursdays. We meet in room 751 B and H. First Class is Thursday, September 10, 2009. Last Class is Thursday, Dec 10. The last two classes are the days on which student teams will make their presentations. There will be a once a week section for an hour. There are 1-2 short one on one meetings with the professor scheduled in mid November outside of class hours. There will also be scheduled a special one hour meeting to discuss the Design Project and a special one hour meeting to discuss the Case Study project outside of class time. Discussion groups are formed from time to time online. There is a class icebreaker party Sunday the 20th from 5-7pm at Prof M's house and an end of semester celebration.

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Course Materials

Readings will be contained in a course pack and case study pack (these are two different items). Be prepared to order your course pack from Allegra printers a few days before class starts. Questions for weekly reading assignments, class recaps and current event articles will be posted on www.myCourses.brown.edu as well as any other items not included in either pack.

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Part 4: Schedule

Some Key Dates (Please always refer to complete syllabus)

Date	Activity
Sept 17	Submit area of interest form for both case study and design project
Sept 20	Ice Breaker Get together from 5 pm-7pm onwards at Prof. M's house
Sept 22	Teams assigned for case study and design project
Wk of Sept 22	Special session on Design projects
Wk of Sept 29	Special session on Case Study project
Oct 4	First paper due by 9pm by email
Oct 8	Open Book Quiz on Strategy, Marketing, Promotion and Operation
Oct 10	Submit Design Project Criteria by email, no later than 9pm
Oct 13	Email engineering domain and implementation focus for case study
Oct 15	Submit first of weekly status reports on Design Project & Case Study
Oct 22	Mid Year Evaluation form due by email
Nov 8	Second paper due by 9pm by email
Nov 16 Week of	Team Meetings with Profs and TA to go over projects and case study
Nov 24	Submit status report of case study by email
Dec 6th Dec 7 th	Case, teaching notes and takeaways are due by 6pm. See Below
Dec 8 & Dec 10	Presentations and discussions of the Final Design and Case Projects

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Part 4 continued: Expanded Schedule and Assignments

<u>Date</u>	<u>Topic</u>	<u>Class Reading Assignments</u>	<u>Special Notes</u>
9/10 Class 1 Thurs	Course Overview: Themes, Models and Methods of Investigation. Fill out section forms in class. Hand out of project forms	Read Case Study Method Guidelines. Read Syllabus and Guidelines on Case Study and Design Projects	
9/15 Class 2 Tues	Discussion of Self-actualization, The Entrepreneurial Mind, Happiness and Satisfaction Theme. "Good Work ⁵ ," work worth doing. Discussion of Themes: New Product Planning	Part A: Inamori, 1995 pp.6, 43, 47,134,137; Maslow, 2000 Preface, Self Actualizing Work, The Hierarchy of Needs...pp. 1-17, "Notes On the Entrepreneur" pp. 133-135, Seligman pp. 261-3; DePree pp. 47-9 "what's fragile" Part B: New Product Planning Note. Part C: Discussion of new products and technology. Scrap Book	Sign up for sections in class
<p>Section starts this week: Brown U. Case Study for section-Birch Corp. What did the future hold for building insulation? As president and CEO of Birch Corporation, an insulation provider based in the Northeast, Jamie had to answer this question and formulate an appropriate course of action for her company. Presently, there were less than forty-eight hours before a meeting in which she would have to present the company's decision regarding a new internal product initiative – one that unfortunately seemed without a clear-cut resolution. Poring once again over the pile of notes and figures spread upon her desk, Jamie tried to think through the mounting pressure. This is a case about new products, marketing and strategy.</p> <p>Fill out Course Survey Questions; Take online VIA strengths test: http://www.authentic happiness.org this is a 240 question test but you can save it and go back in. should take about 30 minutes.</p>			
9/17 Class 3 Thursday	New Product Planning: Case discussion and questions. Discussion of Renewable Energy Sources and technological solutions. Discussion of Entrepreneurship Myths	Part A: Case Study on Global Warming, renewable energy and New Products: HBS 607003, Cradle-to-Cradle Design at Herman Miller: Moving toward Environmental Sustainability in New Products. This case is about the issues that the Herman Miller company must face when it decided to implement the cradle-to-cradle (C2C) design protocol during the design of its mid-level office chair, Mirra. The C2C protocol was a set of environmentally friendly product development guidelines. Part B: Michael Morris 1998	Submit area of interest form for both case study and design project
<p>Ice Breaker party, Sunday the 20th at 5pm Prof. M's house</p>			
9/22 Class 4 Tuesday	Strategic Planning Discussion and Current events Discussion of individual strengths and social science approach to satisfaction	Part A: Myers, 1992 pp. 15-46. Maslow, 2000 "A Holistic Approach to Creativity" pp.203-11, The Need for Creative People plus notes pp.233-238; Seligman, pp. 165- 184. Part B: Strategic planning Note	Teams assigned for Case Study and Design Project. Set time for Special Session on Design Projects for next week.

⁵ see footnote 1



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Section Meeting: New Product Planning Case Study New Product Planning Case Study **EndoNav** HBS E214 EndoNav developed an innovative medical device to make colonoscopy procedures easier and faster to perform and less painful to receive. Despite excellent technology, IP protection, a reasonably large market, and relatively low regulatory risk, the founder (Jaime Vargas) and his business partner are unable to secure venture funding. The company eventually decides that it must adapt its product and business plan so that it can be funded on a smaller scale by angel investors. The case provides the opportunity to revise a near-complete business plan to fund a company with about 10% of the capital originally sought from venture investors. It addresses business plans, entrepreneurial finance, including equity capital, new product

<p>9/25 Class 5 Thursday</p>	<p>Discussion of Global Themes; current events in areas of class focus: Strategic Planning: Case Discussion and Questions</p>	<p>Part A: Brown U. Case Study: Zeremco: Addressing Ecuadorian Water Scarcity and Contamination. Zeremco, a relatively young water consulting firm, had been very successful working with urban water purification and distribution systems. It had infrastructure and purification consultation contracts with eight urban municipalities in the American Southwest, Mexico City and several other medium-sized communities in Central America. Zeremco was looking to expand its operations into South America given the issues with respect to water contamination there. The company was founded primarily as a water solutions consultant, but evolved to include engineering design solutions. Zeremco's culture was one of flexibility and innovation. Their philosophy was to address the most pressing national issues first and creating a strategy for local conditions second. Zeremco knew from its sources that contamination due to oil extraction had left rural Ecuador with insufficient naturally resourced clean water. They wanted to address this issue and hopefully expand into this market. Part B: Current Events</p>	<p>Special Sessions on Design Project to be held outside of class time.</p>
<p>9/29 Class 6 Tuesday</p>	<p>Discussion of Course Themes; Discussion of Marketing and Budgeting; What are the traits of visionary entities that survive over time and are tops in their class?</p>	<p>Part A: Marketing and budgeting: Notes Part B: Collins (1997) xviii-xxiv, Chapter 11, pp. 219-239, then Chapter 10, pp. 201-218.</p>	<p>Special Sessions on Case Study Project to be held outside of class time</p>

Section Meeting: Case Study for section: **Atamina Mines**, a case study used to promote an understanding of the importance of environmental and social issues in the business strategies of multinational companies and show the difficulties that extractive industries face when their activities affect the living conditions of communities in areas where large-scale mineral exploitation takes place. To examine different options and contrast environmental and social demands with the demands of developing a new company in a context of high risk.

<p>10/1 Class 7 Thursday</p>	<p>Marketing and Budgeting: Case discussion and questions Discussion of Global Themes; current events in areas of class focus</p>	<p>Part A: Brown Case Study: Cooking with Fire: Sustainable Cooking Solution for Haiti. The <i>primo</i> stove was an affordable plant-oil fueled stove for production and use in the developing world. It was a product designed to meet a triple bottom line by increasing trade in poor countries providing jobs, and decreasing carbon emissions from</p>	<p>Prepare Design Project Criteria and submit by email no later than Sat. 10/10 at 9pm First Paper Due by Sunday, 10/4</p>
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cooking. In its first six years, it had already seen overwhelming success in countries with large populations such as Indonesia and India. With a record of success behind the *primo* stove, Garrison knew it was time to expand. He was under considerable pressure to do something in Latin America. Haiti represented a unique opportunity as Garrison believed the primo stove could address not only the need for a biofueled stove to save the forests but also provide a solution to the erosion that crippled the countries fresh water supply. Against all odds, Garrison saw great potential in the Haitian market and knew that success was merely a matter of carefully choosing a strategy and successfully implementing it. This is a case about new products, marketing and strategy.

Part B: Current Events

at 9pm

Section Meeting: HBS case study: **Natureview Farms**, a case on Channel Distribution: Explores channel management issues in the U.S. food industry. Natureview Farm, a Vermont-based producer of organic yogurt with \$13 million in revenues, is the leading national yogurt brand (24% market share) sold into natural foods stores. It has achieved this through its special yogurt manufacturing process and through cultivating personal relationships with dairy buyers in the natural foods channel. Set in 2000, when the company faces financial pressure to grow revenues to \$20 million by the end of 2001 due to a planned exit by its venture capital investors. The immediate decision point that the protagonist, Natureview's vice president of marketing, faces is whether to achieve this revenue growth by expanding into the supermarket channel. Learning objective: To engage in an exploration of potential risks and rewards associated with a company's choice of channel and how these channel conflicts can potentially be managed. To develop understanding of the key issues related to consumer product market development and product development growth strategies. To enable students to calculate margin economics across distribution channels.

10/8
Class 9
Thursday

Promotion and Physical Distribution: discussion and questions Quiz

Part A: Current Events: Global Supply Chain and Energy Articles **Part B:** Open Book Quiz on Strategy, Marketing, the value chain, Promotion and Distribution: See Study Guide

Prepare Design Project Criteria and submit by email no later than Sat. 10/10 at 9pm

10-12 Columbus Day Weekend

10/13
Class 10
Tuesday

Discussion of Course Themes; Operations and the Value chain

Operations and the Value chain: Note; **HBS Article Rapid Fire Fulfillment**

Commence outline and first draft writing of case study. Submit focus and Engineering Domain in Email

Section Meeting- Haier: Taking a Chinese Company Global. In 2005, Haier, China's leading appliance manufacturer, had over \$12 billion in worldwide sales and was the third-ranked global appliance brand behind Whirlpool and GE. Describes Haier's rise from a defunct refrigerator factory in China's Qingdao province to an international player with nearly \$4 billion in overseas sales. Haier had followed a nontraditional expansion strategy of entering the developed markets of Europe and the United States as a niche player before venturing into neighboring Asian markets. Facing intense competition and price wars in the domestic market, in 2005 Haier was redoubling its efforts to build a globally recognized brand. Could Haier complete with the likes of Whirlpool and GE in their home market? Could Haier successfully defend against Chinese and multinational challengers in China while building a brand overseas? This cases focuses on global strategy and execution, marketing and brands, Competition, Expansion, Global economy, International operations.

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10/15 Class 11 Thursday	Operations and the Value chain: Case discussion and questions. Current Event Discussion	Part A: Khosla Ventures: Investing in Ethanol (E229) “Examines the ethanol value chain and its potential role in renewable energy sourcing. Looks at strategic innovations and the complex non-market environment surrounding the ethanol value chain including regulatory and legislative components, and significant exposure to external variables.” ⁶ Part A: Read “A Technical Note on Ethanol as a Motor Fuel” (E229) Part B: Current Events	Submit first of weekly Status reports on Design Project and Case Study (see guidelines for report submission)
10/20 Class 12 Tuesday	Discussion of Finances. Review of some of the cases and relevance of financing to them.	Part A: Finances: Note and Financial Statements. J. Mittlemann Workbook. Sections 1 and 2	
Section Meeting: Review sample annual reports and Workbook Chapters 1 and 2			
10/22 Class 13 Thursday	Discussion of Finances as part of Case Study Discussion Current Event Discussion	Part A: SolarGizmo: As she flew over Monrovia, the city of over one million inhabitants always caught Libby by surprise. She had never been to another city where electricity was so scarce. For her, lighting had always been a matter of flipping a switch, any time of day or night; but for the people sleeping in the city below her, lighting was a basic, unfulfilled necessity. If all went well, Libby and her company, SolarGizmo, would soon be given the opportunity to change that. In a few hours, she would land in Brussels and board a flight to New York. In less than a day, she would be meeting with her three vice presidents, and together, they faced a big decision that would change both her company and the country of Liberia – hopefully for the better. Libby and her company's task was to electrify the city of Monrovia. She knew that their primary goal in doing so was to bolster Liberia’s struggling economy, but what was the best means of doing so? Which would have the greater impact: providing energy for large, centralized industrial projects, or setting up decentralized units to power individual buildings and organizations in the social sector? Part B Financial Statements. J. Mittlemann Workbook. Section 4.	Submit mid semester self evaluations
10/27 Class 14 Tuesday	Discussion of Human relations; compacts, leadership. Discussion of Levels of Reflective and how that relates to course judgment and how that relates to course themes.	Part A: Human relations: compacts, leadership; Notes Part B: Max Depree, 1992 pp. 4-15 Finding one’s voice; ” review “What is fragile” 47-9; King and Kitchener, 1994 pp.44-74 (read text, skim examples);	

⁶<http://harvardbusinessonline.hbsp.harvard.edu>

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Section Meeting: HBS Human Relations Case Study: **Leadership: Starbucks and Conservation International:** In this case, Starbucks and Conservation International, a major international environmental nonprofit organization create an alliance to promote coffee-growing practices of small farms. The collaboration emerged from the company's corporate social responsibility policies and its coffee procurement strategy. Simultaneously, the company had to deal with growing pressures from nonprofit organizations in the Fair Trade movement, demanding higher prices for farmers. Subjects covered include agribusiness, conservation, environmental protection, purchasing, retail stores, social responsibility and strategic alliances.

10/29 Class 15 Thursday	Discussion of Human relations; Discussion of Kegan Reading	Part A: Robert Kegan, 1982 pp75-110 Part B: Current Events:	Submit Weekly Status report on Design Project and Case Study (see guidelines)
11/3 Class 16 Tuesday	International Case Study Discussion Review and discussion of Case Study Projects and Design projects	Part A: Brown Case Study: Water, Water Everywhere. A strategic planning focused case study on sustainable water supply policies in Singapore and Hong Kong. Case Study is on the class website. Part B: Discussion of Student Case study Projects	Submit Weekly Status report on Design Project and Case Study (see guidelines for report submission in assignments)*** Schedule Individual meetings with students to discuss Final Projects and Final Case studies

Section Meeting: Design Project Workshop

11/5 Class 17 Thursday	Discussion of game theory as it might apply to the direction of world events. Student Presentations of Outlines for Projects	Part A: Review Seligman pp. 134-161 (don't do survey again); Seligman pp. 250- 260; Wright, 2000 pp. 3-10, 337-343 Part B: Student Presentation of Project Outlines	Submit Weekly Status report on Design Project and Case Study (see guidelines for report submission in assignments) Second Paper due by Nov 8, at 9pm.
11/10 Class 18 Tuesday	Green Building Issues Guest Lecturer: Douglas Mass, President, Cosentini Associates, a Terra Tech Company, http://www.cosentini.com/	Part A: Guest Presentation: Reading: The Environment and Planning, Chapters 4 and 9 from <i>Land Use and the Built Environment: An entrepreneurial view. See Pdf's on the website</i>	Discussion of Student paper 2 at end of class, time permitting.

Section Meeting- Case Study Workshop – *Brown Case Study: Review the Case Study for what works and what doesn't work:* Seven Seas Solutions. SSS is a technology solution-based company that works to provide essential resources to communities in developed and developing countries across the world. As a technology solution based company, SSS both analyzed both resource issues and constraints and created and implemented solutions. One strong area of focus for SSS is water. Gaining prestige as the premier water technology company in the United States, SSS has been focusing on scaling their projects up to the international level for the past year.

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11/12 Class 19 Thursday	Students are assigned to groups to tackle one of the three areas of focus for Walmart and to present their respective strategies. See assignment guidelines posted online. Prepare answers to questions to bring to class.	Part A: HBS Case Study Walmart' Sustainability Strategy . This case is covered in two lectures. It's necessary however, to read the entire case for the first class. Description: In October 2005 Wal-Mart launched a sweeping business sustainability strategy to dramatically reduce the company's impact on the global environment. Wal-Mart had three aspirational goals: "To be supplied 100% by renewable energy; to create zero waste; and to sell products that sustain our resources and the environment." The case addresses three of the company's primary focus areas (seafood, electronics, and textiles) their effect on the company's operations, supplier relationships, and results and also explores how it measures and communicates its ideas about sustainability to its suppliers, associates, customers, and the public. Corporate responsibility, Corporate strategy, Entrepreneurship, Environmental protection, Operations management, Strategy implementation, Suppliers, Supply chains. Part B: Brief Discussion of Student papers posted on line.	
11/17 Class 20 Tuesday	Continuation of Walmart Case. Discussion of Second Papers.	Part A: Continuation of Walmart Case Part Discussion and presentations by students Part B: Discussion in Groups of Paper 2	Discussion of Second Papers. Review and discussion of Case Study Projects and Design projects
International Case Study Module			
Section Meeting: Design Project Workshop			
11/19 Class 21 Thursday	International Cases Case Discussion: Dharavi Slum Project. Infrastructure Issues in Developing Countries.	Part A: Brown Case Study: The Dharavi Slum Project – "Deal or No Deal?" Is Infrastructure in India too far behind? A case study that focuses on the 2sq Km Dharavi slum request for proposals to demolish and rebuild with a gargantuan new commercial, residential and retail city. Issues of social equity, physical distribution, promotion and whether or not the infrastructure can handle the development are examined. Part B: Myers, 1993 pp.47-	
11/24 Class 22 Tuesday	Guest Lecturer: Tentative	Part A: Guest Presentation: Part B: Pre thanksgiving wrap up and assessment. Looking ahead	All teams to submit status reports on cases
Thanksgiving break Weds. 25th – Sunday 29th No Section this week			
12/1 Class 23 Tuesday	Project Review and presentation guidelines Students to sign up for 1 on1 meetings on case studies and projects with Prof.	Brown Case Study: Green Buildings, A world movement or marketing play? See Excel Spread sheets as part of the case on MyCourses. Case is in the coursepak.	Complete drafts of case studies and start teaching notes

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<p>Section Meeting: Case Study New Products: Icebreaker: The China Entry Decision. The case shows how a product and brand are created and then brought to market. Covers: brands, consumer marketing, distribution, entrepreneurial finance, market entry, new product marketing, product development. Team Meetings: 12/1-12/4 Meet with Students as necessary to go over projects and case studies. Students to sign up in class on the 20th</p>			
<p>12/3 Class 24 Thursday</p>	<p>Semester Review</p>	<p>HBS Case study: Read "Nike in China Case" 386-065 from 1985, which addresses Nike's initial entry into and use of China as a source for manufacturing and compare to issues of Haier as well as noting similarities and differences of operating in India and elsewhere.</p>	
<p>Section Meeting: Times to be used for Practice Presentations and Work on Design Projects and Case Studies</p>			
<p>12/8 Class 25 Tuesday</p>	<p>Presentations and discussions of the Final Design Projects and Case Study Projects Guests to be invited</p>	<p>Presentation of 2 Design Projects and discussion of their case studies.</p>	
<p>Section Meeting: Times to be used for Practice Presentations and Work on Design Projects and Case Studies</p>			
<p>12/10 Class 26 Thursday Final Class</p>	<p>Presentations and discussions of the Final Design Projects and Case Study Projects Guests to be invited</p>	<p>Presentation of 2 Design Projects and discussion of their case studies. Semester assessments.</p>	<p>Case, teaching note, and takeaways are due Dec 6 by 6pm for teams presenting on Dec 8th and by Dec 7th at 7pm for those presenting on Dec 10th. Case Studies to be posted on line for class to read.</p>
<p>End of Semester Class Party @ Prof. M's house date TBD</p>			

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5. Nike in China. HBS Case Study 386-065
6. Khosla Ventures: Investing in Ethanol HBS Case Study (Stanford) E229
7. Harvard Business School Publishing: A Technical Note on Ethanol as a Motor Fuel E229
8. EndoNav HBS Case Study (Stanford) E214
9. Atamina Mining A
10. Walmart Sustainability Strategy. HBS Case Study (Ivey Business School) OIT 71
11. Icebreaker: The China Entry Decision. HBS Case Study 806195
12. Starbucks and Conservation International. HBS Case Study 303055
13. Cradle-to-Cradle Design at Herman Miller: Moving toward Environmental Sustainability. HBS Case Study 607003.

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Brown University Student Written Cases from E of F 2007 and 2008

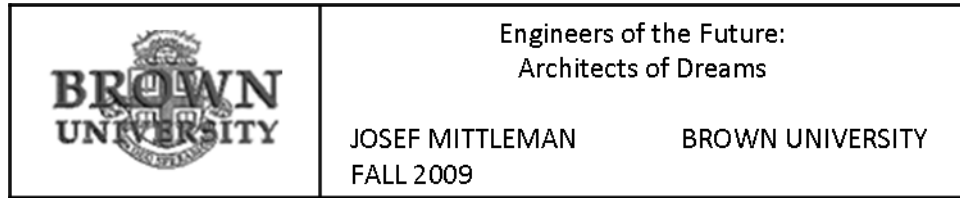
1. **Birch Corporation: What does the future hold for building insulation?** As president and CEO of Birch Corporation, an insulation provider based in the Northeast, Jamie had to answer this question and formulate an appropriate course of action regarding a new internal product initiative – one that unfortunately seemed without a clear-cut resolution. Strategic Planning; Entrepreneurship, New Products.

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4. **Seven Seas Solutions.** SSS is a technology solution-based company that works to provide essential resources to communities in developed and developing countries across the world. As a technology solution based company, SSS both analyzed both resource issues and constraints and created and implemented solutions. One strong area of focus for SSS is water. Gaining prestige as the premier water technology company in the United States, SSS has been focusing on scaling their projects up to the international level for the past year.

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5. **SolarGizmo:** As she flew over Monrovia, the city of over one million inhabitants always caught Libby by surprise. She had never been to another city where electricity was so scarce. For her, lighting had always been a matter of flipping a switch, any time of day or night; but for the people sleeping in the city below her, lighting was a basic, unfulfilled necessity. If all went well, Libby and her company, SolarGizmo, would soon be given the opportunity to change that. In a few hours, she would land in Brussels and board a flight to New York. In less than a day, she would be meeting with her three vice presidents, and together, they faced a big decision that would change both her company and the country of Liberia – hopefully for the better. Libby and her company's task was to electrify the city of Monrovia. She knew that their primary goal in doing so was to bolster Liberia's struggling economy, but what was the best means of doing so? Which would have the greater impact: providing energy for large, centralized industrial projects, or setting up decentralized units to power individual buildings and organizations in the social sector?

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COURSE OVERVIEW

"Students integrate fundamentals of Engineering or its equivalent with the broader spectrum of learning needed to continuously create, capture and sustain value in a constantly changing world. Challenges and demands such as: renewable energy sources; causes and effects of global warming; sufficient drinking water; green buildings; and infrastructure needs in developing countries are examined from an entrepreneurial viewpoint using multiple approaches in a variety of cultural settings.

JOSEF MITTLEMANN

A Design Project Assignment

"Each educational program must include a *meaningful, major engineering design experience* that builds upon the **fundamental concepts of mathematics, basic sciences, the humanities and social sciences, engineering topics, and communication skills.** ... **Design cannot be taught in one course; it is an experience that must grow with the student's development.**

Engineering design is the process of **devising a system, component, or process to meet desired needs** **It is a decision-making process (often iterative)**, in which the basic sciences and mathematics and engineering sciences are applied to convert resources optimally to meet a stated objective. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis, analysis, construction, testing, and evaluation. The engineering design component of a curriculum **must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design, and detailed system descriptions.** *Further, it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics, and social impact."*¹


— Steven P. Nichols

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¹ *(quoted from "Designing Engineers: Integration of Engineering "Professional Responsibility" in the Capstone Design Experience."* Author(s): Steven P. Nichols- Online Ethics Center Website) ABET design criteria I.C.3.d.3.c.

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Key Dates and Schedule

Date	Task to be completed
Beginning Week 2	Submit area of design project interest form
End Week 2	Teams assigned
End of Week 2	Sign up for team meetings with the professor
Week 3	Special sessions on design project
After class 9	Prepare and submit by email project criteria
Class 11	Start Submission of Weekly status reports in writing
Weeks 10-11	Incorporate into case study and teaching note drafts
Week 12 (class24)	Submission of case study including design components by email to entire class

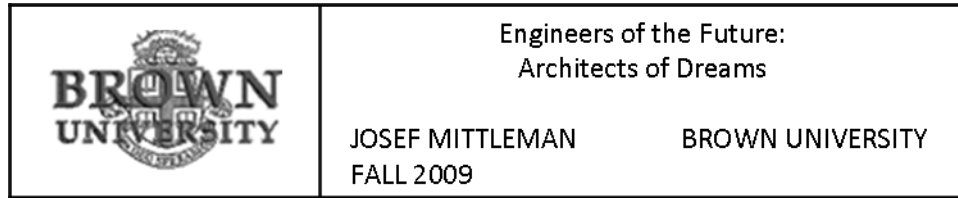
Class 25, 26 Final Presentations of Project (last two classes of the semester)

The Assignment

Introduction

An important part of this course involves your team's preparation of a *Design Project*. *Design Projects* are typically conceived of as senior capstone projects, which as quoted above from ABET, include "the establishment of objectives and criteria, synthesis, analysis, construction, testing, and evaluation. It also must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design, and detailed system descriptions." As this class is primarily a sophomore/junior class, the skill set achieved by senior engineers that allow for a totally tested and mathematically complete design project is not feasible. That said, the majority of the ABET criteria described *Design Project* can and have been addressed within this course and produced for your *Design Project*. Through the creation of your Case Study Final Project, which though separate includes your design project, it is expected that the ultimate experience of your capstone *Design Project*, with all its traditional components, can be simulated with equal reward. The case study becomes the platform for the presentation and discussion of your term "*design project*," and serves to contextualize it within the greater global, financial, cultural and sustainability issues addressed in the course. Historically, case studies have been created as discussion based teaching tools to support the application of concepts and learning to specific subject matter or situations. The "*case study*" that your team will create will be no exception.

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Teams


Students will be assigned to teams of three or four, based, as best as possible, on their stated preferences for the type of design project they wish to pursue **within** the major areas of focus of the class: Renewable Energy, Water Resources and Supply, Green Building, Infrastructure in Developing Countries and Global Warming. The focus of your design project becomes the focus of your Case Study Project. Your teams for both assignments will also be the same.

Design Project Criteria

- A 350-650 word outline establishing, in advance, your objectives and criteria. In this outline, you should determine to the best extent possible, what you *think* will be the limitations of your project and what kind of synthesis, analysis, construction (if any) or simulation of construction, testing, and evaluation you will be able to do. It is **totally expected and acceptable** that your conception of what you can achieve will change as you develop your project. The learning lessons that such evolution of thinking and clashing with reality produce in turn form a key component that you will use in the creation of your case study. In other words, as the case study itself presents several pathways of choice that the reader explores in order to reach a decision on how to address the critical issues of the case, over the course of producing your design project you too will have many decisions points or critical issues that you will have to resolve. You will integrate those critical decision options into the case study so that the reader will have some technical issues to address as well as the “implementation focus” aspect of the case as defined in the *Guidelines for the Case Study Project*.
- The design must reflect an open-ended problem. An open ended problem can be defined as having no set solution, however, we define it for our purposes as a problem that has many solutions and you should feel free to freely formulate your ideas.
- You should include the formulation of the design problem statements and specifications,
- You should include the consideration of alternative solutions,
- You should note all constraints, engineering and non-engineering and feasibility considerations,
- If you choose to, you can focus on the production processes of existing design solutions within which specific design problems reside. ,
- Exhibit concurrent engineering design considerations. For our purposes we will define concurrent engineering as an approach to design which considers all aspects of a products development over time throughout the development process and which takes into consideration effective and efficient use of resources and the cost of money over time. It also employs a fast track or parallel method of implementation of the various actions in the development so as to create the shortest overall time to completion..²

² based in part on: <http://best.me.berkeley.edu/~pps/pps/concurrent.html> accessed 7-17-07

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- You can choose to present a detailed system description in lieu of a physical model. If you can do a computer simulation of the design that can substitute for a construction model.

Final Documents

Three documents are due from you to fulfill this assignment.

1. Your Design Project will be presented by your team in the last two weeks of class at your discretion as one of the following: an electronic submission of your project (either a PowerPoint or formal written report with exhibits detailing all required aspects of your project) to be also given as a presentation to the class of 15 minutes in length; a physical model with accompanying write up of required aspects of the project or as a poster presentation. In addition, you are to integrate it as set forth in the Case Study Project Guideline and present it as part of your case study poster presentation. You can use in full or in part your work from the Design Project Presentation. As noted, the cases will be distributed in advance of the last 2 classes to be read by all students in the class with discussion taking place the last two weeks including viewing and guiding people thru your poster boards. Please think in advance about how you can electronically provide students with sufficient material with regard to your final projects.

2. The Teaching Notes: As part of your case study teaching notes, you are to include specific reference to the design project component. This part of the teaching note should:

- Include a short (50-75 word) design summary or synopsis;
- Include a short statement of learning objectives (i.e. what the students can get out of the design component);
- Suggest an assignment question or two (for student preparation of the case);
- Suggest a discussion question or two (for in the class to help get at more deeply embedded ideas).
- Include an analysis of the open ended problem addressed. Note alternate analyses if any.
- Note your recommendations based on your analysis.
- End with any particular teaching methodologies such as board use, role-playing; team's set up, exercises, etc. that you think should be employed.

3. Assessment and Takeaways: Last, you are expected to hand in, individually, your assessment of your design project (500-700 words) and your takeaways. Takeaways (300-500 words) are what you have learned from doing this design project. Below are a few points for each part that would be valuable to address

Your Takeaways:

- What mistakes have you encountered in conceiving the project and how have you addressed them and how might your thinking have changed as a result?

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- In working on this Design Project, you have had to deal with “partners” (i.e. team members-perhaps not of your own choosing). How has working on a team evolved for you? What are your strong point or weak points in team work and how might they have improved over the course of this project? If they didn’t improve, what got in the way of that and why didn’t you seek support from your TA’s or professor?
- Report on surprises or findings that have enabled you to think outside the paradigm you came in with. In other words, what were your expectations coming in and how might they have been fulfilled, upset or changed as the work progressed? How have you grown in the progress in ways that you might not have expected?
- Did you limit your thinking when you first read the assignment and if so, how might you have you broken through that.
- What distinctions have you noticed about the decision making process in creating this Design Project? How might your ability to make decisions changed throughout the project?

Your assessment of the project: In assessing your design project please address the following items.

- What do you consider to be the greatest overall weaknesses in your design project? What has prevented you from strengthening those item(s)?
- What do you consider to be the greatest weakness of your idea? In other words, if you focus on how you might produce your product or service, how you will market it and how you it will sustain itself, what is the weakest link? Why? And is there anything you can do about it?
- What might prevent your project from being realized? In other words, what is standing in the way of your actually implementing this idea? For example, are there issues of time, money, interest, support, confidence or fear, etc.?
- If, for the moment, we assume that your project was undertaken, how would you measure its success?

Final Design Project Hand In’s Summary

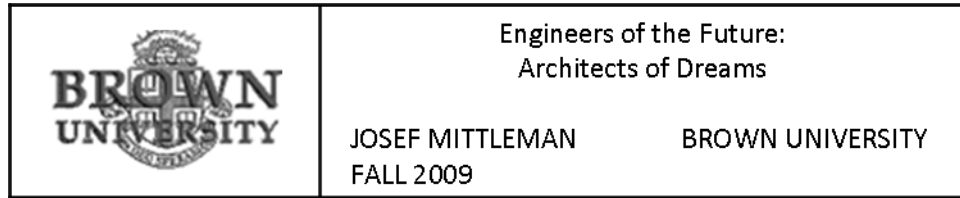
- 1. One single, individually produced “takeaway” from your design project.**
- 2. One single, individually produced “assessment” of your design project.**
- 3. One group submission and presentation of a powerpoint on your project.**

These items are important as they are the only way we can truly understand your individualized efforts with these projects.

Grading

This *design project* represents 25% of your final grade. It has three components: the actual oral and visual presentation of the project (17.5 points). This is to be accompanied by one of the following: an electronic submission of your project (either a PowerPoint or formal written report with exhibits detailing all required aspects of your project), a poster, which is then turned in or a physical model with accompanying write up of required aspects of the project); the component in the teaching notes prepared for the Case Study Project which addresses the *design project* (4 points based on the above outline) and the final takeaways (3.5 points based on the depth of your reflection).

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IMPORTANT> As noted above, the submitted component of your Design Project can be the same as you incorporate into your Case Study Project. Your overall *design project* is a group grade with each person getting the same grade. However, your teaching notes and final takeaways notes and final takeaways are graded individually.

The grades will be based on the success in accomplishing the design project criteria as follows:

<u>Timely submission of the outline in adherence to the guidelines set forth herein</u>	<u>2.5 points</u>
<u>Clear presentation of design problem</u>	<u>2.5 points</u>
<u>Effective and thorough consideration of alternatives and feasibility</u>	<u>2.5 points</u>
<u>Use of concurrent design considerations as defined</u>	<u>2.5 points</u>
<u>Presentation of a detailed system description, computer simulation or a construction model</u>	<u>7.5 points</u>

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Takeaway Guidelines

Takeaways – a definition: Takeaways are a special way to memorialize in writing particular aspects of what you have learned from your work in the class. This may be from listening to a guest or host or from a particular assignment or project in the class such as writing a case study or from your overall work in the class itself. The process of writing the Takeaways is meant to elicit a deeper reflection on your “personal” reaction to the “stimulus” you have been exposed to, including and then beyond any initial reaction. They are written in the first person singular.

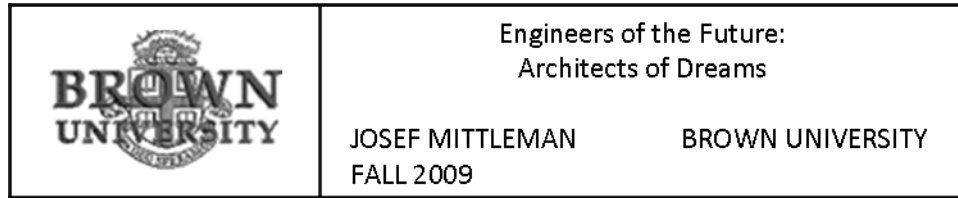
Takeaways, for example, can include but do not have to be limited to how you:

- Had a realization that what you expected or visualized or a particular point of view that you harbored has a different outcome or reality than expected. This allows for a shift in thinking that enables some deeper learning to take place.
- Were surprised or heard something that has enabled you to think outside the paradigm you came in with.
- Had one opinion of a guest or host at first and then that changed as you listened. Or you had an opinion about what they did or their field and that shifted from your meeting them. It might even be that you had a shift in your own thinking about what you are doing?
- Might have had your class work further deepened or made real
- Thought of something in a different way than you had thought about before
- Had a deep impression made on you and what you might think or realize as a result
- **Length:** these are best a minimum of about 250 words per person and have no maximum word limit. Be sure to write them in the first person singular.
- **How and When to do them:** Its best to write them up based on notes you have taken shortly after the completion of the project or meeting.

Takeaways in case studies or projects: Below are a few points that might help you think about takeaways in this particular circumstance:

- By building your own case study or project, you have placed yourself in the shoes of students, teachers, protagonists and everyone else. What has that been like? How have you been able to go beyond your usual limits of thinking?
- Report on surprises or findings that have enabled you to think outside the paradigm you came in with. In other words, think about how you learn, don't focus on “what you learned.” When thinking about how you learn, what enabled you to go beyond where you historically might stop, or fall into a default mode of thinking.
- Think back to when you first read the syllabus and thought about the assignments. Did you limit your thinking when you first read the assignment and if so, how. Since then, how might you have you broken through this, perhaps, “narrower” viewpoint?

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- What distinctions have you noticed between being a consumer of knowledge versus a producer of knowledge? Are there opportunities you hadn't seen before? Were they always there and why can you see them now, but not in the past?

Examples of all types of Takeaways: Here is a composite of prior takeaways from different situations. I have included ones that I feel provide different approaches and a fine framework for you to use as you please.

Guest Takeaway examples:

1. Steve Mariotti's talk shifted my view of my own work as an entrepreneur. Something that he repeated that I'd heard before but never quite in such black and white language was to, "look for the pain because there is opportunity there." I have always assumed that pain is a roadblock to entrepreneurship. I've assumed that pain is something to be managed before anyone is able to throw themselves fully into whatever project they are passionate about. Certainly, you hear many stories in the news of people enduring great tragedies and going on to create opportunities or businesses out of their misfortune. The story is usually told, however, that they overcame this pain and then became determined that no one should suffer similarly and went on to accomplish their great deeds. A clear order is established in these "heroic tales" that the protagonist overcomes his or her past and then goes on to greatness. For some reason, the way that Steve Marrioti told his story made it resonate with me that entrepreneurship could be its own healing. It was reassuring to me to hear Bill say he is scared every second."
2. "I found myself warming up to Harvey as he warmed up to us throughout his stay in your office Friday morning. It definitely made me think about how I'm quicker to judge and stereotype adults older than me more quickly than adults my own age. Learning about his background and his achievements as well as struggles really made him human over the course of the hour and I felt much less intimidated by him upon his exit. Rather, I felt a certain respect for him that doesn't usually happen with someone in such a short amount of time. That's called presence – on his part – that takes talent. I enjoyed Harvey's comments about public speaking and not using paper. If you can't speak from your heart, you won't be truly reaching the hearts of others. That will stick with me.
3. "I have always been interested in both entrepreneurship and education, but have always been unsure on how the two could relate to each other. Steve came in and spoke passionately about what he does, despite the many challenges he had to overcome. Admittedly, I have been skeptical of how there could be influences in children's education without it coming directly from the government. NFTE has proven that it is in fact possible to positively affect education of so many children without having to change government policies. Steve is a real example of how one person can change the of so many people starting only with a vision for the world. The talk also helped sink in the idea that the vision and mission of an organization is crucial. We have read so many articles stating this fact, but I have not been able to fully grasp this concept until Steve mentioned how he was able to transcend cultural differences in various countries by adhering to his mission.

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4. Simply put, I initially came into the class thinking that it was easier for a development project to fail. After hearing, seeing and working through Kent's case, however, I saw that the ability to save a project is much higher than I thought. The ability for a developer and his team to see highly complex problems, problems that taken at face value could mean the end of a project, and work through those to end up alright is inspiring. Ultimately, I have concluded that this underscores the importance of the development team: having a skilled, flexible one can save even severely troubled developments. Having a less competent, less adaptable one could equally mean that only the easiest projects make it all the way through.


Case Study and Design Project Takeaway Examples

1. Fabio Rosa made a huge difference in his country, giving thousands of people in rural Brazil a chance at a better life. Now, reading this article *after* writing about virtually the same process in our case study blew me away. After spending hours in the library searching for ways to make our fabricated company into a fabricated reality, it had begun to seem like just that – a huge fabrication. I realized seconds after reading the article that this is why people dream for world peace, or an end to world hunger, but never make it happen. You have to go out of your comfort zone, shoot for the moon, fabricate a little, to make a change. We don't see that our wildest dreams can be a reality, and in turn do not pursue them or buy into them.

I saw our design project as reality in the early stages and early excitement of our project; but the long hours of research and the obstacles that got in the way along the road had made me forget. Seconds after reading the article I bought into Uenergy. Minutes before, I believed in our project as a good "project" . . . for a class. I believe in Uenergy today as a realistic, viable solution that is going to change the lives of thousands of people in the developing world.

2. Writing the case study has once again reminded me how difficult teaching can be. To get across even a single simple idea, there must be a total intimacy with pertinent information; I need to know the materials ten times better than if I were to simply learn it and take an exam on it. Even before researching for information, each member of the group learned the importance of stepping back and observing the problem at hand. Before the group narrowed the problem down to food scarcity, the issue we wanted to address was all over the place; flooding, lack of water, and lack of irrigated arable land were some of them. Then with the help of Kipp and class readings, we began to ask why those issues are problems, and that questioning helped us to identify the core issue at hand. I now understand the paramount importance of identifying the underlying problem, the one that needs to be addressed, in order to offer an effective solution.

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3. Writing the case study definitely required me to think outside the line of reasoning I came in with. As an engineering student, I have been trained to solve problems that are presented to me. When I first read the assignment, I thought I would be limited to that type of problem solving. To my surprise, however, it allowed the freedom to form our own open-ended problem that does not necessary have a definite solution. At first I struggled with this idea that I could not reach a definite solution, but now that I have grown from the experience, I see how useful it is. I realize now that life’s most complex problems do not have definite solutions, so engineers of the future must be prepared to apply their analytical problem solving skills in new ways. Even if there is no definite solution, there is always a way to work towards a solution in a logical, analytical manner. This was evident in our case study. Neither the North, the central coast, nor the South of Chile presented an absolutely ideal scenario to meet the ambitious goals set forth, but still a strategic decision could be made using analytical skills. Unlike problem sets and exams which train me how to arrive at the correct solution when there is one, this experience has taught me how to reason my way through problems that seem impossible, since there is no clear solution. In that sense, I feel like this experience has empowered me in ways that typical engineering problems could not.

Class Takeaway Examples

1. “When I wrote my application, I believed I had a strong grasp of who I was but not where I was going. I hoped that EGW would help me find a way to align the way I saw myself with whatever I ended up doing post-Brown. However, over the course of EGW, this initial feeling completely shifted. With each reading, I began to question what made me happy, what motivated me, and what comprised my core. In short, I came to fully realize Collins and Porras’ statement, “it is far more important to know who you are than where you are going, for where you are going will certainly change”. This is not to say that I found I am completely different from the way I envisioned or knew myself prior to the course (had I listed my core values prior to the semester, they would probably be quite similar to the values expressed in my framework). Rather, the process of self-examination and reflection enabled me to firmly grasp who I am. As a result, I now know that while my post-Brown life is still mostly uncertain, I will no doubt find myself in alignment, as I know the key components (my values) that must be present in my future work. My new self intimacy has allowed me to be comfortable with the uncertainty that lies ahead. While I still don’t necessarily like it, the uncertainties stemming from ideas raised in the readings, class discussions, and questions raised in the one-on-ones and in section have made me accustomed to such ambiguity and shown me that it is actually a constructive state of being.”



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2. In this course, I gained different perspectives. I always tried to look at the world from the eyes of others, but I did not realize until very recently that the world seen from the eyes of others was still the imagined world constructed from the lenses of my own. Listening grants speaking. I tried to listen but I never recognized that I was still listening with my own perspective. I am very stunned by this discovery. Just by being able to recognize and proactively equip myself with this fact, I feel like I have improved my listening skill.

3. What would make me get up every morning? I used to think that I get up because of my values, passion, and things that I really like, but I realized that I get up because of uncertainty, fear, change, and all other negative feelings. I learned that uncertainty is another form of opportunity. Fear indicates that there is this new zone of uncertainty and opportunity. Change allows me to channel the uncertainty and fear into an action. I learned that life is like a puzzle. Every different experience is like the different pieces of the puzzle. Through this EGW course, I found the pieces that I would not easily care to look. When would I ever read Kegan or King and Kitchener's different stages? When would I be able to speak with the successful guests, had it not been in this class? When would I ever get to hear what the peers' think about charisma or their interpretations of life?

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Communication, Culture & Social
Entrepreneurship

NANETTE LEVINSON AMERICAN UNIVERSITY
SPRING 2010

American University
THE SCHOOL OF INTERNATIONAL SERVICE
SPRING 2010

Tuesdays, 2:10-4:50 p.m.

Nanette S. Levinson
Associate Professor & Director, International Communication Program

Office Hours: Wednesdays⁺, 3:00-5:00 p.m. & Tuesdays/Thursdays, 10-noon &
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OVERVIEW

Description

The last decade has seen an increase both in scholarly work related to the field of social entrepreneurship and in the number of social entrepreneurship organizations around the world. Social entrepreneurship itself directly matches the mission of American University with our emphasis on ideas into action and the distinctive strengths of the School of International Service with its research on international and cross-cultural communication, conflict resolution, development, organization and politics and its tradition of linking multidisciplinary theory to ethical practice in order to make a difference in the world.

This class seeks to answer the following questions: What does social entrepreneurship entail and what literature exists to help understand this field? Who and what types of organizational structures are the players in this field now? What are the characteristics (including skill sets) of successful social entrepreneurs? What ethical issues/barriers/opportunities arise? Additionally, the class emphasizes new research on cross-cultural communication, alliances and partnerships/networks of organizations, and interorganizational/cross-national learning and innovation as this work applies to the field of social entrepreneurship.

Learning Overview

- *Use of approaches and concepts for effectively examining social entrepreneurship research and practice as a multidisciplinary field, with a focus on emerging research on cross-cultural communication and on networks of organizations, collaboration, and interorganizational learning*
- *Analysis of the major players, their changing roles, and their impacts*
- *Conduct of powerful case analyses, presentations, podcasts, and case teamwork.*

⁺ Except for first Wednesdays



Methods of Instruction

Utilizing a range of cases, the class format combines discussion and teamwork. Case studies serve to illustrate and make concrete the breadth and depth of social entrepreneurship in comparative perspective. The cases cover the work of social entrepreneurs in:

- Argentina
- Bangladesh
- Chile
- Costa Rica
- China
- Congo River Basin
- Darfur
- Egypt
- El Salvador
- United States
- Venezuela
- Additional cross-regional or global settings.

The social entrepreneurship cases selected include organizations and alliances working to make a difference in the following fields:

- Agriculture and development
- Corporate social responsibility
- Education
- Environment
- Health
- Housing
- Microfinance
- Media
- Philanthropy
- Poverty alleviation
- Relief and development
- Water and sanitation
- Wireless.

In addition, class work requires the use of the Internet, BLACKBOARD, and WIMBA (through BLACKBOARD's Course Information Link) — facilitating learning, enhancing teamwork, and demonstrating cross-cultural communication strengths. There also are several of your professor's podcasts posted on BLACKBOARD to provide extra guidance. Students complete podcasts themselves and post them on BLACKBOARD; these highlight the ability to formulate a compelling message about an exemplar social entrepreneur.



Assessment Format

SIS 628/496 provides assessment of research, writing, and cross-cultural communication skills through three written products (Opportunity/Need Niche Briefing, Case Study Literature Review, Final Case Study), two verbal products (Podcast and Professional Presentation), and teamwork participation/skills. The ability to communicate effectively and compellingly in conveying your message in writing, in teams, and through podcasts and in-class presentations is vital for the field of social entrepreneurship. Finally, the ability to collaborate is increasingly important in the field of social entrepreneurship; this class provides opportunities for collaborative learning.

**CULTURE, COMMUNICATION & SOCIAL ENTREPRENEURSHIP AT A GLANCE:
YOUR LEARNING OUTCOMES**

COMPETENCIES DEVELOPED...	HOW...	BY WHEN...
Identify an opportunity/need niche!	Research an area of Passionate interest & Identify possible competitor Organizations/ A Gap to Fill!	1/26
Identify an SE organization/alliance	Research existing organizations/alliances related to your opportunity niche	2/2
Craft a thematic literature review	Read & evaluate writings Related to your Opportunity/ Need Niche	3/2
Collaborate with class members	Do case analyses in teams	Weekly
Communicate creatively and compellingly & tell the story of an exemplar SE leader	Design & Implement A Podcast	3/23
Communicate creatively and compellingly to Convince an organization or alliance to Partner	Design & Implement A Professional Presentation	4/13-4/20
Do an environmental assessment & Change logic analysis	Benchmark other & related organizations & resources	4/20
Analyze & make recommendations For an SE organization or alliance of your choice.	Craft a case study, using concepts from readings & class	4/20



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Grading

Weighting of Grades:

Class Participation/Teamwork/ Need Niche Briefing	10%
Case Study Literature Review	20%
Podcast	20%
Oral Presentation	20%
Final Case Study	30%

Communication

Effective oral and written communications are essential for professional activities. Clear and concise writing is a required part of all materials submitted.

Academic Integrity Code Statement Overview

All students are governed by American University's Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. All of your work (whether oral or written) in any and all classes is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, and is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.



READING MATERIALS

Note: Students are expected to complete and prepare the reading and case assignments for each session *prior* to each class meeting. (Grades of incomplete can only be considered upon receipt of medical certification; late submissions receive one letter grade lower per day past the specified due date.)

Required Books and Cases

- Bornstein, David. 2004. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York, NY: Oxford University Press.
- Crutchfield, Leslie and Heather McLeod Grant. 2008. *Forces For Good: The Six Practices of High Impact Nonprofits*. San Francisco, CA: Jossey-Bass.

And ONE of the following:

- Kidder, T. (2009). *Strength in What Remains*. New York: Random House.
- Mortenson, G. (2009). *Stones Into Schools: Promoting Peace with Books, Not Bombs, in Afghanistan and Pakistan*. New York, NY: Viking Adult.
- Novogratz, J. (2009). *The Blue Sweater*. New York, NY: Rodale.

Plus Required Book for SIS 628.007/Recommended for SIS 496.007

- Doherty, et. al. 2009. *Management for Social Enterprise*. London: Sage.

SIS 628.007/496.007CASES: I have created a course area on the Harvard Business Online website where you can purchase the required cases for this course. The following information allows you to purchase these cases directly:

Click on or go to the link below to order the required cases for this class.

<http://cb.hbsp.harvard.edu/cb/access/4973303>.

You will need to register with Harvard Business Online.

Required Articles

See individual class session listings.

Recommended Books

- Elkington, John and Pamela Hartigan. 2008. *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change The World*. Cambridge, MA: Harvard Business School Press.
- Estrin, Judy. 2008. *Closing the Innovation Gap: Reigniting the Spark of Creativity in a Global Economy*. New York, New York: McGraw-Hill Books.
- Gardner, Howard. 2006. *Five Minds for the Future*. Cambridge, MA: Harvard Business School Press.
- Heath, Chip and Dan Heath. 2007. *Made To Stick: Why Some Ideas Survive and Others Die*. New York: Random House.
- Nicholls, Alex, ed. 2006. *Social Entrepreneurship: New Models of Sustainable Social Change*. New York, NY: Oxford University Press.
- Li, Charlene & J. Bernoff. 2008. *Groundswell: Winning in a World Transformed by Social Technologies*. Cambridge, Mass: Harvard Business Press.



Recommended Books (continued)

- London, M. 2009. *Corporate Social Responsibility and Social Entrepreneurship: How to Be a Successful Advocate in Your Company and Community*. New York, NY: Routledge.
- Prahalad, C. K. and M. S. Krishnan. 2008. *The New Age of Innovation: Driving Co-Created Value Through Global Networks*. New York, New York: McGraw-Hill Books.
- Prahalad, C. K. 2005. *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*. New Jersey: Pearson.
- Powell, Walter W., ed. 2006. *The Nonprofit Sector: A Research Handbook*. 2nd edition. New Haven, CT: Yale University Press.
- Rangan, V. Kasturi, John A. Quelch, Gustavo Herrero, and Brooke Barton. 2007. *Business Solutions for the Global Poor: Creating Social and Economic Value*. San Francisco: CA: Jossey-Bass.
- Sandler, M. R. 2009. *Social Entrepreneurship in Education: Private Ventures for the Public Good*. Lanham, MD: Rowman & Littlefield Education.
- Wei-Skillern, Jane, J. E. Austin, H. Leonard, H. Stevenson. 2007. *Entrepreneurship in the Social Sector*. Thousand Oaks, CA: Sage.
- Yunus, Muhammad with A. Jolis. 2003. *Banker to the Poor: Micro-Lending and the Battle against World Poverty*. New York, NY: Public Affairs.
- Ziegler, R. (Ed.). 2009. *An Introduction to Social Entrepreneurship: Voices, Preconditions, Contexts*: Edward Elgar Publishing.

Recommended Forthcoming Books

- Akula, Vikram. 2010. *Fistful of Rice: My Unexpected Quest To End Poverty Through Profitability*. Cambridge: Harvard Business Press Books.
- Bornstein, D. 2010. *Social Entrepreneurship: What Everyone Needs to Know*. New York, NY: Oxford University Press.
- Choi, D. Y. 2010. *Values-Centered Entrepreneurship*. New York, NY: Routledge.
- Hockerts, K., et al 2010. *Values and Opportunities in Social Entrepreneurship*. New York, NY: Palgrave Macmillan.
- Martin, F. a. M. T. 2010. *Social Enterprise: Developing Sustainable Businesses*. New York, NY: Palgrave Macmillan.
- Staff, S. E. A. 2010. *Running an Effective Social Enterprise: Best Practices for Success and Sustainability*. New York, NY: Wiley and Sons.

Representative Journals

- *Academy of Management Review*
- *Administrative Science Quarterly*
- *American Sociological Review*
- *Communication Research*
- *Development*
- *Entrepreneurship Theory and Practice*
- *Innovations*
- *Nonprofit and Voluntary Sector Quarterly*
- *Nonprofit Management and Leadership*

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Representative Journals (continued)

- *The Information Society*
- *Stanford Social Innovation Review*
- *Voluntas: The International Journal of Voluntary & Nonprofit Organizations*

Selected Links

- Center for Social Innovation at Stanford University: <http://www.gsb.stanford.edu/csi/>
- Stanford Social Innovation Review: <http://www.ssireview.org/>
- Skoll Centre for Social Entrepreneurship at Oxford University's Said Business School: <http://www.sbs.ox.ac.uk/skoll/>
- Social Enterprise Initiative at Harvard University: <http://www.hbs.edu/socialenterprise/>
- Center for the Advancement of Social Entrepreneurship at Duke University: <http://www.caseatduke.org/>
- Research Initiative on Social Entrepreneurship at Columbia University: <http://www.riseproject.org/>
- Program on Social Enterprise at Yale University: <http://pse.som.yale.edu/>
- Social Returns, Inc: <http://www.socialreturns.org/>
- The School for Social Entrepreneurs, United Kingdom: <http://www.sse.org.uk/>
- PBS Documentary on Social Entrepreneurship - "The New Heroes": <http://www.pbs.org/opb/thenewheroes/whatis/>
- The Chronicle of Philanthropy, online newspaper: <http://philanthropy.com/>
- Changemakers: Open Source Social Solutions: <http://www.changemakers.net/>
- Kauffman Foundation: Entrepreneurship and Education: <http://www.kauffman.org/>
- The Public Forum Institute: Policy Dialogue on Entrepreneurship: <http://www.entrepreneurship.org/policyforum/>
- Draper Richards Foundation: <http://www.draperrichards.org/>
- Ashoka Foundation: <http://www.ashoka.org/>
- The Schwab Foundation for Social Entrepreneurship: <http://www.schwabfound.org/> Roberts Enterprise Development Fund (REDF): <http://www.redf.org/>
- The Social Enterprise Alliance: <http://www.se-alliance.org/>
- Social Edge Online Community: <http://www.socialedge.org/>



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Selected Links (continued)

- Roberts Enterprise Development Fund (REDF): <http://www.redf.org/>
- The Social Enterprise Alliance: <http://www.se-alliance.org/>
- Social Edge Online Community: <http://www.socialedge.org/>
- Manhattan Institute Social Entrepreneurship Awards: http://www.manhattan-institute.org/html/social_entrepreneurship.htm
- University Network for Social Entrepreneurship: <http://www.universitynetwork.org/>
- Canadian Centre for Social Entrepreneurship: <http://apps.business.ualberta.ca/ccse/>
- The Canadian Social Entrepreneurship Foundation: <http://www.csef.ca/>
- The Skoll Foundation: <http://www.skollfoundation.org>
- The Acumen Fund: <http://www.acumenfund.org>
- Echoing Green: <http://www.echoinggreen.org>
- Avina: <http://www.avina.net>
- Social Profit Network: <http://www.socialprofitnetwork.org>
- Social Venture Network: <http://www.svn.org>
- Global Reporting Initiative: <http://www.globalreporting.org>
- World Economic Forum Blog on Social Entrepreneurship:
http://www.forumblog.org/blog/2007/01/social_entrepre.html
- Social Return on Investment: A Social Entrepreneurship Blog: <http://www.socialroi.com/>

RESEARCH CASE STUDY INFORMATION

Proposal

Due: February 2
Length: One Page

Format:

- Preliminary Title: Name of SE organization/alliance⁺
- Brief Description of Your Focal Social Entrepreneurial (SE) Organization/Alliance for the Case Study

⁺ Either existing or one you design! Must be an SE organization/alliance not previously profiled in an in-depth way in print or on the web. Alternatively, with the professor's approval, you may design and analyze your own SE organization/alliance!



- Preliminary Bibliography (for the separate, related Literature Review due on March 2⁺⁺)
- Work Plan (the projected milestones for completion of the required final case study components)

Final Research Case Study

Due: April 20

FOR SIS 628.007:

Length: 20 pages (excluding the one-half page single-spaced Executive Summary)

Format:

Section	Possible Points
1. Table of Contents	
2. Executive Summary	5
3. Organizational Structure & Strategy	45
3.1 Culture Analysis	
3.2 Innovation Diffusion/Communication Strategy Analysis	
3.3 Kellogg's Theory of Change Logic Analysis & Diagram including Environmental Assessment (Oster's 6 Forces)	
3.4 Impact & Accountability Assessment	
3.5 Scaling Up/Out Analysis	
4. Recommendations	20
5. Business Plan	20
6. Appendices	
7. Works & Websites Cited	
8. Creativity	10

Note: Any descriptions of the organization/alliance belong in an Appendix.

FOR SIS 496.007:

Length: 15 pages (excluding the one-half page, single-spaced Executive Summary)

Format: Same as for SIS 628.007 above EXCEPT FOR THE BUSINESS PLAN! (Add 20 points to the Structure & Strategy Section.)

⁺⁺ In 3 parts: opportunity/need niche, organization/alliance type, and specific organization/alliance (if an existing one)



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PODCAST

Due: March 23

Length: 8 minutes

Format:

- Introduction: Attention Catcher and Introduction of your Social Entrepreneur (SE)
- Why your nominee should be selected as an SIS 496/628 Exemplar SE— our SE STAR! (Be sure to highlight those specific characteristics that qualify your SE as an exemplar as well as any outcomes of the work of the SE. Consult the criteria used, as a minimum, in nominating SEs to be SE fellows such as at ASHOKA or SCHWAB or ECHOING GREEN.)
- Conclusion
- Remember creativity and professionalism in communicating your ideas in a compelling way to convince the audience such as a Selection Panel.

PROFESSIONAL PRESENTATION

Due: April 13, 20 (and 27, if necessary)

Length: 8-10 minutes

Purpose: To persuade decision-maker(s) to partner/support your SE organization or SE alliance

Required Elements:

- Presentation of strengths/comparative advantages of your SE organization
- Use of class concepts and tools
- Understanding of your target partner organization or alliance or target supporters/decision-makers
- Creativity!

SCHEDULE OF CLASSES

Key Dates

12	January	First Class
26	January	Opportunity/Need Niche Narrative Due
2	February	Case Study Proposal Due
9	February	Nominee's Name for Podcast Due
2	March	Literature Review Due
23	March	Podcast Due
6	April	Podcast Ranking Due
13-20	April	Professional Presentations (April 27 as back-up)
20	April	Case Study Due



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Sessions I and II: 12 and 19 January

- Introductions
- Discussion of Syllabus and Seminar Requirements
- Social Entrepreneurship As A Field: Definitions of Social Entrepreneurship
- Approach to Case Study Analysis
- Teamwork: Grameen Phone and Sekem Initiative Cases

Required Reading

IQBAL QUADIR, GONOFONE, & THE CREATION OF GRAMEEN PHONE CASE
THE SEKEM INITIATIVE CASE

Bornstein, Chapters 1 and 2.

Crutchfield & Grant, Chapters 1 and 2.

Dees, Gregory J. 2007. Taking Social Entrepreneurship Seriously. *Society*.
44 (3), 24-31.

Light, Paul C. 2009. Social Entrepreneurship Revisited. *Stanford Social Innovation Review*. Summer 2009, 21-22.
Doherty, Chapters 1 and 2.

***JANUARY 26 DUE DATE: FOR ONE PARAGRAPH DESCRIPTION OF YOUR OPPORTUNITY/NEED NICHE.
E-MAIL TO: socialbricoleur@gmail.com.***

Sessions III and IV: 26 January and 2 February

- Discussion of need/opportunity niches
- Characteristics of Entrepreneurs
- Vision, Values, Ethics
- Ideas and Action: Creation and Dissemination of Innovations
- Teamwork: The Acosama and Sowers Action Cases

Required Readings

THE ACOSAMA CASE

SOWERS ACTION (A) CASE

Bornstein, Chapters 8 and 18.

Crutchfield & Grant, Chapter 7.

Auerswald, Philip. 2009. Creating Social Value. *Stanford Social Innovation Review*, Spring 2009, 50-56.

Doherty, Chapter 7.

FEBRUARY 2 DUE DATE: FOR SEMINAR CASE STUDY PROPOSAL.



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FEBRUARY 9 DUE DATE: BRIEF PROPOSAL FOR YOUR NOMINEE who will be profiled in your podcast FOR OUR SE STAR. Include name of proposed nominee and organization as well as one sentence about the nominee.

Session V: 9 February

- Environmental Assessments
- Identification of Resources
- Culture, communication and leadership
- Teamwork: The Fundacion Pro Vivienda Social and Empleados Cases

Required Reading

THE FUNDACION PRO VIVIENDA SOCIAL: THE ENTREPRENEUR'S NETWORK AS A SOURCE OF RESOURCES CASE
EMPLEADOS YA CHILE CASE

Bornstein, Chapters 3 and 10.

Crutchfield & Grant, Chapters 3 and 4.

Doherty, Chapter 3.

Eisner, David, et al. 2009. The New Volunteer Workforce. *Stanford Social Innovation Review*. Winter 2009, 32-37.

Session VI: 16 February

Guest Lecture: Legal Issues and SE

Sessions VII and VIII: 23 February and 2 March

- Governance and Structure
- Alliance/Partnership Formation
- Kellogg Logic of Change Analysis
- Interorganizational Learning/Collaboration
- The Business Plan
- Teamwork: The Congo River Basin Project and Mercy Corps Cases
-

Required Reading

CONGO RIVER BASIN PROJECT CASE

MERCY CORPS CASE

Bornstein, Chapters 11 and 14.

Crutchfield & Grant, Chapter 5.

Doherty, Chapters 4 and 8.

MARCH 2 DUE DATE: FOR LITERATURE REVIEW RELATED TO YOUR CASE STUDY SE ORGANIZATION/ALLIANCE & OPPORTUNITY NICHE. LISTEN TO LEVINSON PODCAST ON LITERATURE REVIEWS.



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NOTE: NO CLASSES MEET ON MARCH 9 ---HAPPY AU SPRING BREAK!

**Sessions IX:
16 March**

- Growing and Evaluating Social Entrepreneurial Organizations/Alliances
- Measuring Impact
- Teamwork: The Tierra Fertil and Accion International Cases

Required Reading

TIERRA FERTIL CASE

ACCION INTERNATIONAL CASE

Bornstein, Chapters 5, 12 and 16.

Crutchfield & Grant, Chapters 6, 8 and 9.

Doherty, Chapters 5 and 6.

Flannery, Matt. 2009. Kiva at Four (Innovations Case Narrative). *Innovations*. Spring 2009, 31-49.

Trelstad, Brian. 2009. Simple Measures for Social Enterprise. *Innovations*. Special Edition for the Skoll World Forum, 2009, 195-20.

**Sessions X AND XI:
23 March and 30 March**

- Making social change happen
- SE and CSR
- Sustaining the transformations: Institutionalizing change!
- Philanthropy, social venture capital: Funding SE!
- The Future: Levinson's Co-cial Entrepreneurial!
- Teamwork: The VERTEX Pharmaceutical/Cystic Fibrosis Foundation and the CANTV Cases

Required Reading

VERTEX PHARMACEUTICAL & THE CYSTIC FIBROSIS FOUNDATION CASE

CANTV CASE

Bruck, Connie. 2006. Millions for Millions. *The New Yorker*, 30 October, 65-70

Bornstein, Chapters 4, 20, 21 and 22.

Kramer, Mark R. 2009. Catalytic Philanthropy. *Stanford Social Innovation Review*. Fall 2009, 30-35.

Dees, J. Gregory. 2009. Philanthropy and Enterprise: Harnessing the Power of Business and Social Entrepreneurship for Development. *Innovations*. Special Edition for the Skoll World Forum, 2009, 223-236.



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PODCAST DUE DATE MARCH 23 and PODCAST RANKING ASSIGNMENT

PODCAST DUE: to be posted on our Blackboard site before 11:59 p.m. on March 23. Students will be randomly assigned approximately 7 podcasts to review and rank in order to determine SE stars for spring 2010! Rankings are due by email to my faculty assistant by April 6 at 11:59 p.m. Please type "Podcast Rankings" in the subject line and in your message please list the *top two* of the podcasts you review with the name of the SE nominated in each of your top two.

Session XII: 6 April

- SE Simulation: The Fuel Efficient Stoves for Darfur Case (Roles To be Assigned on 30 March)

Sessions XIII, XIV, XV (if necessary): 13, 20, & 27 April (if necessary)


- Professional Presentations
- Cross-case Comparisons and Next Steps....

20 APRIL DUE DATE: FOR FINAL RESEARCH CASE STUDY.

PLEASE NOTE: STUDENTS ARE RESPONSIBLE FOR KEEPING COPIES OF ALL SUBMISSIONS TO THE PROFESSOR. SUBMISSIONS SHOULD BE BOTH E-MAILED TO THE PROFESSOR at socialbricoleur@gmail.com & HANDED IN DURING CLASS VIA PAPER FORMAT. (You will receive a separate comments sheet on your case study; original submissions will not be returned.)

Note also that the Professor reserves the right to modify this Syllabus during the course of the semester.

Happy Summer & Social Entrepreneurship Ahead.....

	Social Entrepreneurship
SUZANNE MCKECHNIE KLAHR SPRING 2010	STANFORD UNIVERSITY

Introduction to Social Entrepreneurship

Stanford Law School

Spring 2010

Suzanne McKechnie Klahr, Esq.
 Lecturer, Stanford Law School
Suzanne@Build.org

Meeting Times and Dates:

Spring Quarter
 Mondays 4:15 pm – 7:15 pm
 Stanford Law School Rm. 85

Course Description

Introduction to Social Entrepreneurship will expose students to entrepreneurship in the social sector. Using the “case study method” typically used in MBA programs, students will examine the challenges of starting, counseling, serving and funding social ventures through the eyes of the entrepreneur, investor, attorney and community leader. The course will explore the intricacies of remaining mission driven, talent, board relations, managing and sustaining growth, the changing role of corporate governance, and leveraging private sector partnerships and resources. Students will also explore innovative public / private sector partnerships and the challenges and opportunities of engaging diverse partners with differing agendas. The course will include guest speakers from the fields of law, business and the social sector. Throughout, students will explore the valuable roles that attorneys can and have played in such ventures.

Student teams will partner as consultants with local area high-impact non-profit organizations and foundations to solve real issues and challenges. Teams will create solutions that are practical in application and ultimately enhance programmatic efficiency without inhibiting the organization's growth and flexibility.

Calendar: Normal Calendar

Enrollment: Lottery - Enrollment Maximum of 15

Grading system: Regular off mean

Elements used in grading: Final project, participation, assignments, attendance and preparation.


Type of exam: None

Student and Professor Support: Larisa Marinas (LMarinas@build.org) or (650) 688-5802

Specific graduation requirements met: None

Special instructions, rules or deadlines: Additional hours and meetings will be required for consulting projects with attorneys and practitioners. Travel to San Francisco may be required for certain projects.

Students will be a mixture of private sector and public sector bound students that are interested in learning about the intersection between the two sectors. We hope to expose them to the basics of Social Entrepreneurship, educate them and inspire them to continue in the field to various capacities.

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Course Objectives:

A. Social Entrepreneurship Basics:

1. Define Social Entrepreneurship
2. Describe key components of entrepreneurship in the social sector and feel comfortable with the language of basic business and entrepreneurship
3. Identify strengths and weaknesses of socially entrepreneurial organizations
4. Make connections with players, partners and community groups in the field
5. Recognize the challenges, debates and attitudes in the social sector, government and private sector that inhibit/promote effective non-profit

B. Skills:

1. Learn important legal and business skills necessary to succeed in the field, with an emphasis on crafting an effective mission, learning nonprofit strategy and management techniques and developing skills in presentations and fundraising
2. Employ a basic functional finance lexicon
3. Analyze, critique, and advise a performance driven organization
4. Meet with clients and executives in a professional goal-driven environment
5. Draft/review basic legal documents pertaining to social entrepreneurship

Prerequisites:

There are neither required nor recommended prerequisites. All perspectives are welcome to enter the lottery.

Text:


Readings as assigned and provided.

Attendance/Grading Policy

- Participants may not miss lectures without prior consent of the professor. Additionally, students are expected to be punctual, prepared and present for not only classes, but also meetings with practitioners in the field. **Students should expect cold calling** based on the material in the readings and should be prepared to answer all discussion questions.
- Presentations will be done on the assigned non-profit corporation.
- The class will be graded 40% on participation and preparedness for class, 10% on the final memo and 50% on the final project.

Note on Flexibility

As this is an entrepreneurial course, it will be imperative that students be entrepreneurial in their approach to the class. The following schedule is subject to change as issues arise in the class projects and interests of students become apparent. This was the first class on Social Entrepreneurship being taught at the law school; therefore, the curriculum will continually be developed over the course of the quarter. It is imperative that students give on-going feedback and seek out topics and opportunities that are of interest to

	Social Entrepreneurship
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them. In other words: this is not a course for those looking for a streamlined or well-oiled machine. It is a course for those who hope to shape how entrepreneurship in the social sector is taught and discovered in the future.

Key Dates

Class Schedule and Speaker Information

March 29th: The Case Method and the Making of a Social Entrepreneur

Assignment:

To be emailed to Suzanne McKechnie Klahr (Suzanne@build.org) and Larisa Marinas (Imarinas@build.org) by noon on the 8th:

Please respond to the following questions without doing any background research:

- 1) What do you believe social entrepreneurship is?
- 2) What role does a lawyer play in this field?
- 3) Why do you want to be in this class? What skills do you hope to gain?
- 4) Give a few sentences about your background.
- 5) Give an idea for a socially entrepreneurial organization (based on your definition of social entrepreneurship) or a description of one that exists or a socially entrepreneurial project for a traditional organization.

Please read the following AFTER you have completed the above writing assignment:

Article: Social Entrepreneurship: The Case for Definition

HBS Case Study: Steve Mariotti and NFTE


Discussion Questions (NFTE Case Study):

- 1) How would you assess NFTE's Steve Mariotti as a social entrepreneur?
- 2) How would you assess NFTE as a potential funder?
- 3) What are the next steps for NFTE's growth?

DUE: Wednesday, March 31st: Email preferences (by noon) regarding partner organizations for group project to suzanne@build.org and Imarinas@build.org. Assignments will be made for those students from whom preferences have not been received on time.

April 5th: Mission, Vision and Values and Meetings with Organizations

Assignment: HBS Case Study: Historical Society of Pennsylvania
 Article: Aligning Action and Values
 Article: Building Your Company's Vision

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Discussion Questions:

- 1) What decisions regarding HSP's mission would you recommend? Why? What are the principal arguments for each major alternative?
- 2) What are your views on the questions in the last paragraph of the case, for HSP, and for other organizations and institutions?
- 3) Evaluate the roles of Stitt as the CEO, of Lewis as the Board Chair, and of the Board itself in developing HSP strategy

April 12th: The Art of Fundraising

Assignment: Article: Virtuous Capital: What Foundations Can Learn From Venture Capitalists
 Article: If Pigs Had Wings

Discussion Questions:

- 1) What method of fundraising would be most effective for a charter school, a start-up tutoring program, a large multi-national human rights non-profit?
- 2) If you were starting your own socially entrepreneurial organization with a \$500 fundraising budget what would be the first three things you would do?
- 3) What is the most important resource in non-profits?

DUE Thursday, April 15th: List of Three Potential Grants for Your Organization

Submit to Imarinas@build.org (by noon) a list of three potential grants for your organization that have been approved by your contact at the organization. You should attempt to find grants that can be used to help further the project you are working on for your organization. They should be from sources not already tapped by your organization. However, if this is not possible then you may expand the scope to any grants that would be useful to your organization. For each grant please include a one paragraph summary and a link to additional information about the grant. These grants should represent something that the organization would find useful but would not be applying for were it not for this class. You may wish to start your search for grants at foundationcenter.org.


April 19th: Finance for Non-Profits

Assignment: Chapters 1 and 2, Analysis for Financial Management by Robert C. Higgins
 Clara Miller Article
 HBS Case Study: Aspire Inc. - Financing Options for Healthier Nonprofits
 Review your organization's financials (BUILD, Until There is A Cause, Tipping Point). You can use search on the organization's website or <http://www2.guidestar.org/> to find their Form 990 or their Annual Report.

Guest Speaker: Paul Jordan, CFO and Co-Founder, Black Bag Technologies

Discussion Questions:

- 1) What were the strengths and weaknesses of Aspire's financial condition?
- 2) Aspire had three potential sources of financing. Would a commercial bank have been willing to lend to Aspire? Why or why not? Would IFF or the tax-exempt market have had a different assessment? Why or why not?

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- 3) What were the relative financial and organizational costs and benefits to Aspire of the three types of borrowing?
- 4) Taking in to consideration Aspire’s mission, long-term growth, and financial condition, recommend a financing choice for Aspire.

April 26th: Serving on a Board of Directors

Assignment: HBS Case Study: Harold Morton and the Rivendell Board (A)

Discussion Questions:

- 5) What does it take to be a great board member?
- 6) If you were a social entrepreneur and wanted to start a non-profit, what would you look for in selecting board members?
- 7) If you were the CEO of a multimillion dollar non-profit, what would you look for in selecting new board members?

May 3rd: Introduction to Strategy and Competition in the Sector

Assignment: Convergence: How Five Trends Will Reshape the Social Sector

Discussion Questions:

- 1) What is strategy?
- 2) What's the difference between business strategy and strategy for a non-profit?
- 3) What is a meaningful competitive advantage or distinctive competence? Apply specifically to the project on which you are working.
- 4) What should be the criteria for evaluating the effectiveness of a strategy?

Guest Speaker:

David LaPiana, President, LaPiana Consulting

May 10th: Replication and Growth

Assignment:

- Article: Building High Performing Teams


Guest Speaker:

Brian Johnson, Executive Director, Larchmont Charter School

Discussion Questions:

- 1) With your team, come to class with a strategic issue that your organization is grappling with and/or a strategic issue within your project you would like to have the class discuss.

Due Friday, May 14th: Set an appointment with Suzanne Klahr to run through your final project after Spring Break. See “Answers to Questions About Final Projects” on Courseworks.

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May 17 th: **Project meetings with teams and non-profit organizations**

May 24th: **Final Presentations**


June 4th: **Dinner at Suzanne McKechnie Klahr's and Wrap-Up**

DUE Friday, June 4th: Final Memo

After the final presentation, find a mutually convenient time to have an approximately one hour wrap-up conversation with your team. During this conversation you should discuss:

- What you learned from the class, project and experience.
- What the organizations received from your team.
- What you would have done differently.
- What the organizations could/should have done differently.
- What the Executive Director (or other individuals at the organization) will be doing with your project.

After this conversation, your group will draft a 3-5 page memo discussing what occurred at the meeting and adding any additional thoughts or commentary. This should be emailed to lmarias@build.org by noon on June 4th.

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Social Entrepreneurship

Global Institute for Leadership and Civic Development, Prague
Fall 2009

Scott Sherman, Instructor


Mondays and Wednesdays
14:45 – 17:30

Course Description:

This is an advanced seminar for people who have taken the course on leadership. Each student will be responsible for developing an original blueprint for social innovation: a creative proposal for solving a societal problem. The students will be eligible for an international award to win funding for their projects.

Readings:

Sherman, *World Change 2.0*

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COURSE SCHEDULE

October 14 **Social entrepreneurs, innovators, and creative new strategies for social change**

Currently the field of social change is being revolutionized. There are thousands of innovators and social entrepreneurs who are inventing creative new approaches to social change that are going far beyond the traditional strategies of protests, petitions, rallies, and lobbying efforts. Today we will examine several case studies of how people are coming up with innovative projects to eliminate poverty, create environmental sustainability, cure diseases, and solve many other pressing problems.

Readings: Sherman, Introduction and chapter 1

October 19 **The origins of social entrepreneurs and innovators**

Where do social entrepreneurs come from? How do they develop their passion for changing the world? Where do they get their motivation? Can anyone become a social entrepreneur, innovator, or visionary? Today we examine these important questions, as they relate to the students in this class. We begin to explore the students' own strengths, talents, experiences, and interests; these questions will lead students to develop their blueprints for social transformation over the next several weeks.

Readings: Sherman, chapter 2

October 21 **Visioning**

One of the most important skills for social innovators and entrepreneurs is to articulate a clear, compelling vision of a better future. Although many activists are very good at protesting and demonstrating against what they don't like in society, it is even more important for them to put forth a positive alternative. In today's class, we examine case studies of social entrepreneurs who have created successful visions for dealing with problems of drugs, crime, youth violence, and poverty.

This will also be the day when each student will give a 30-second elevator pitch of his or her vision for social innovation.

Readings: Sherman, Chapter 3

Homework: Blueprint sheet 1

October 26-28 **FALL BREAK**

November 2 **Strategic Planning/ Statements of Need**

Historically, strategic planning has been an area studied in business schools and management consulting firms with regards to large corporations. Recently, however, nonprofits and citizen advocates have begun to recognize the importance of strategic planning in crafting initiatives for social change. Today we review some of the best ideas on the subject, and see how the principles of strategic planning have begun to transform grassroots strategies for change.

Readings: Sherman, Chapter 4

Homework: Blueprint sheet 2

November 4 **Research and market analysis**

Great social entrepreneurs need to learn how to do excellent research. They want to explore who else in the field is trying to solve the problem. Who are the visionaries and innovators who have come up with the best ideas for social transformation already? What are the best organizations and ideas in the field? Why haven't these other solutions been completely successful? How can social entrepreneurs improve upon them? Today we explore all these questions, and guide the students through a workshop on developing the most effective research strategies.

Readings: Sherman, Chapter 5

Homework: Blueprint sheet 3

November 9 **Objectives**

As social entrepreneurs create proposals for trying to change the world, they need to figure out specific, quantifiable objectives. What are the outcomes that they want to see? This is not just about how many people they serve. After all, a school could serve 10,000 students but offer a terrible education! How do they know that they are really making a difference?

Readings: Sherman, Chapter 6


Homework: Blueprint sheet 4

November 11 **Methods**

The key to any social venture is the action plan. Once social entrepreneurs have figured out their specific objectives, they need to figure out how they will achieve them. They need a timeline and a list of activities. It may sound simple, but there are many challenges and pitfalls on the path.

Readings: Sherman, Chapter 7

Homework: Blueprint sheet 5

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November 16

Measurement of results

Many scholars have recently begun to question the effectiveness of traditional social change organizations. While many of these groups have relied on anecdotal evidence to prove their claims of efficacy, there is a new demand for accountability: more rigorous standards for measuring and assessing the results of nonprofit and social change strategies. Today we look at the latest theories and practices for creating accurate feedback systems.

Readings: Sherman, Chapter 8

Homework: Blueprint sheet 6

November 18

Budgets, finances, and fundraising

According to social movement theory, groups will be most successful in creating social change to the degree that they can mobilize resources. Yet most nonprofits, social activists, and community advocates have historically lacked sufficient funds to promote their agendas fully. Now a new generation of scholars and practitioners are creating innovative methods for generating funds, from Bill Shore's "community wealth ventures" to Jed Emerson's "blended value" model. Today we will review several of these emerging models in detail. We will explore how social entrepreneurs, innovators, visionaries, and problem solvers find the money to fund their organizational projects.

Readings: Sherman, Chapter 9

Homework: Blueprint sheet 7

November 23

Communications

Great leaders are storytellers. They are able to engage their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. Today we will look at the power of telling great stories, and learn how to do it most effectively when promoting your social change campaigns. We will also look at the skills of "nonviolent communication," public relations, and framing language in ways that will win over an audience.


Readings: Sherman, Chapter 10

Homework: Blueprint sheet 8

November 25

Teams

Today we discuss how social entrepreneurs put together effective teams. No social movement can succeed behind the efforts of just a single person. They

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need to have effective boards of directors, advisors, mentors, and collaborators. In the first hour today, we explore how social entrepreneurs create these alliances and networks that help their cause succeed.

Readings: Sherman, Chapter 11

Homework: Blueprint sheet 9

November 30

Challenges

In this class, we discuss challenges that social entrepreneurs face. Any movement for social change is inevitably going to face obstacles, setbacks, and failures. Campaigns for social justice and innovation often take years or decades. A crucial issue for social change advocates, therefore, is how to respond effectively to failure, and how to overcome barriers to progress.

Readings: Sherman, Chapter 12

Homework: Blueprint sheet 10

December 2

Presentations; Final workshop for putting together proposals for social enterprise

Today the students make their final presentations of their blueprints for social transformation. Each student will have 5 minutes.

December 7

Conclusions

Homework: Final blueprint for social transformation

The Story of Your Life

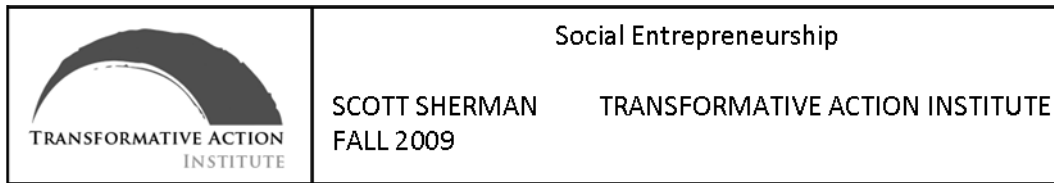
A Portfolio of Your Past, Present, and Future

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Over the next several weeks, you will have the opportunity to tell the stories of your life. You will be able to explore your past – the stories of your community, your culture, your ancestors, your family traditions, and your personal history. Next you will investigate your present – your passions, talents, and strengths. You will relate the stories of who you are today, and the stories that you tell the world. Finally you will be able to write your ideal stories of your future: your hopes, dreams, and aspirations.

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Appendix	Page 12



Instructions for creating your portfolio

The portfolio is a fun and creative project where you will explore what matters most to you – your hopes, your dreams, and your power to make a difference.

In the past, many students have created beautiful and artistic projects – works that are full of photographs, paintings, and drawings, in addition to stories, poetry, and inspirational quotes. Some people have recorded music CDs to accompany their portfolio, or have made movies.

Many people even choose to publish this portfolio and produce their own books. There are websites like blurb.com or lulu.com, where you can submit your manuscript for publication as a hardcover or paperback. The result that comes back is a gorgeous, colorful, professional book – a record of your hopes and dreams.

Hopefully it will be a project that you will cherish for decades – as valuable as a scrapbook or family album. After all, you will be the author of your own life story: your autobiography of personal and social transformation. For some people, this will be a combination of artwork, scrapbook, family history, and dream board.

Indeed, some people have said that these books would be the one material possession that they would rescue if their houses ever caught on fire. It is a record of their favorite memories, photographs, ideals, dreams, and goals. It is a testament of their finest selves.

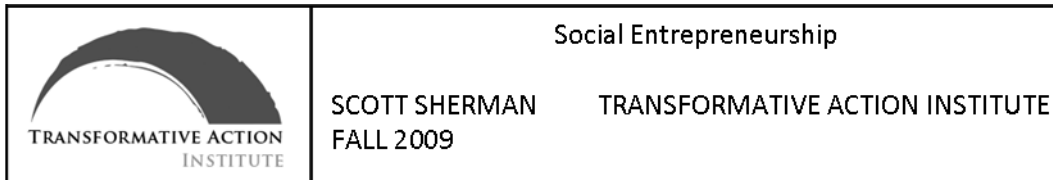
How to create your own professional portfolio

It's simple to create your own portfolio. In the following pages, there will be a series of questions that will spur you to think about your past, present, and future. Just take out a journal and start writing the answers by hand, if you want. Or you can create a manuscript on a computer, one that will eventually be sent to a printer for publication. It's meant to be fun and exhilarating.

A portfolio can include the answers to such questions as:

- Your ancestry – your family traditions and history
- Your creative inspirations
- Your finest moments and peak experiences of life
- The things that make you happiest – your passions, joys, and moments of flow
- Your strengths and talents
- 100 goals that you would want to achieve in your life
- Your dreams for the future
- What you would do if you won \$100 million tax-free in the lottery

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All in all, there are 21 questions in the portfolio. It's valuable to do all of them. Each question explores a different aspect of your life.

Having said that, we don't want you to waste time on any questions that you feel are meaningless and irrelevant to your life. Everything you should do in this portfolio should be deeply important to you. If there is any question that you feel is not worth your time, we encourage you to engage in civil disobedience! We don't want you to answer these questions simply because an authority figure is telling you to do so. Instead, we want you to answer each question only if you are passionate about it.¹

The most important instruction

The most important instruction is to tell stories. Don't simply write down your answers in a mere word, a sentence, or even a short paragraph. Recount the tales of your life. As the American poet Muriel Rukeyser once said, "the universe is made of stories."

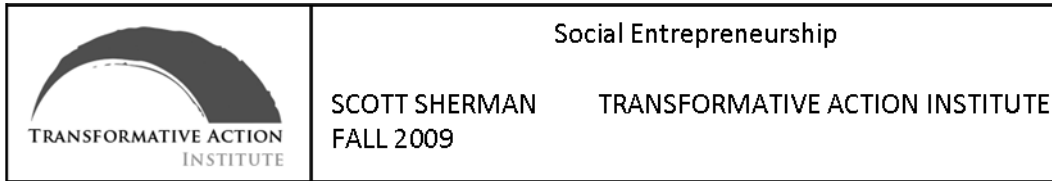
Why we recommend writing this portfolio

Numerous studies have documented the power of writing. When people have problems and challenges in life, one of the most effective ways of solving them is to write. Writing helps us make sense of our lives. It helps us find meaning when things appear to be chaotic and crazy. Creating a portfolio of our hopes and dreams can also be inspirational. It can give us direction for the path we want to take into the future.

"How long has it been since you wrote a story where your real love or your real hatred somehow got onto the paper? When was the last time you dared release a cherished prejudice so that it slammed the page like a lightning bolt? What are the best things and the worst things in your life? And when are you going to get around to whispering them or shouting them?"

– Ray Bradbury

¹ Note: If you do choose to engage in civil disobedience, you must attach a note explaining why a certain question is irrelevant and meaningless to you. Otherwise we might just assume that you didn't answer it because you were lazy, or because you ran out of time, due to procrastination and poor planning



Frequently asked questions about the portfolio

I'm a very private person. In my portfolio, I want to write very honestly about difficult things that have happened in my life. I'm going to make myself vulnerable. What if I don't want other people – like my professor or my fellow students -- to read my private thoughts?

We respect each person's privacy. Ultimately you are writing this portfolio for yourself, not for anyone else. If there are any answers that you do not want other people to read, just place a yellow post-it note on that page, and we will honor your wishes to keep those private.

How does this get graded? What are the standards?

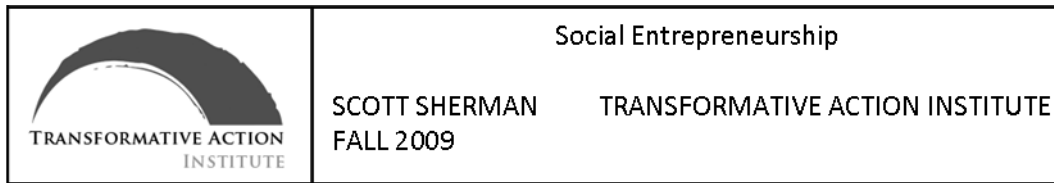
We recommend very high standards to people who are doing the portfolio. The best portfolios have all of the following qualities:

- They are personal, thoughtful, and truthful. The portfolio reveals a lot about the character of the author. There are many specific, detailed examples, including personal stories and honest, deep reflections. The writing has the ring of truth and life. As writing teacher Natalie Goldberg tells her students, "Lose control. Don't think. Don't get logical. Go for the jugular. If something comes up in your writing that is scary or naked, dive right into it. It probably has lots of energy."

Here's a thought experiment: Imagine that your grandchildren discover this portfolio in 50 years. They want to read your portfolio and understand everything about their ancestor. Do you feel like this is the best possible portrait of you that will help people to know who you really are? Does it tell great stories about your life? Is it rich in sights and sounds and smells and memories?

Another variation on this theme is to imagine that you will contract amnesia and lose your memory in a year from now. The only things that you will be able to remember are those things that you record in your portfolio. Does this adequately capture your passions, dreams, and greatest experiences? Is this a full record of the moments and ideals in your life that you would like to remember? Is this the best possible picture of you – the moments that changed your life; the people who influenced you; the times when you were at your happiest and most ideal?

- The presentation is consummately professional; it is visually attractive and compelling.
- The portfolio is original, creative, innovative, and unique; it stands out from the rest. You would be proud to have this on your shelf and to show it to your children and grandchildren some day. In other words, it is not just another book that you will put on a dusty shelf when you finish it, but something that you will cherish for years. This can be a powerful, inspirational record of your hopes and dreams and visions for the future.



- It represents the best you have to offer. You can truly say that this pushed you beyond what you thought you were capable of achieving; you are excited about the end result; it's clear that you put your full effort into it. You can even say that this was a transformative and meaningful experience for you.

Remember: Ultimately you should be doing this portfolio for yourself, not for anyone else; if you do it correctly, you should have a sense of intrinsic motivation - doing great work because you are passionate and enthusiastic about the results. You far exceeded your own expectations.

We realize that these are extremely high standards, and may seem quite challenging. But ultimately, as John F. Kennedy said, when someone complained that it was too hard to meet his ambitious goals of going to the moon, we don't strive for great things because they are easy. We strive for them precisely because they are hard. As we will learn in this course, research on people's peak experiences -- the moments when they are happiest, most fulfilled, and in the state of "flow" -- shows that these optimal times come when people challenge themselves to push just beyond their previous limits.

Ultimately, this portfolio is like an experiment. Feel free to play around with it. Have fun. There is no such thing as failure here, as long as you are true to yourself.

"All life is an experiment. The more experiments you make, the better." – Emerson

Portfolio questions

YOUR PAST – THE PATH THAT LED YOU HERE

1. What is the historical context of your birth? In other words, what was the world like in which you grew up? (You may even include a newspaper from the day or year when you were born. You may include magazine articles, advertisements, photos, and other artifacts from those times.) How has the world changed in your lifetime?

Help text: Imagine that you are telling your grandchildren some day about what the world was like when you were young. For example, my grandmother was born into a world where she had no running water, no electricity, no cars, no TV, no computers, and no radios. It was a world where, as a woman, she did not even have the right to vote. She did not get on an airplane until she was over 40 years old.

Even though you may have been born more recently, the world has certainly changed dramatically in your lifetime. With technology, the pace of change has gotten quicker and quicker. There have been massive historical, technological, and social changes since you were born. Tell the stories of your national and cultural heritage – the environment in which you were raised.

2. What was the community in which you were born, and grew up? How has this community influenced who you are?

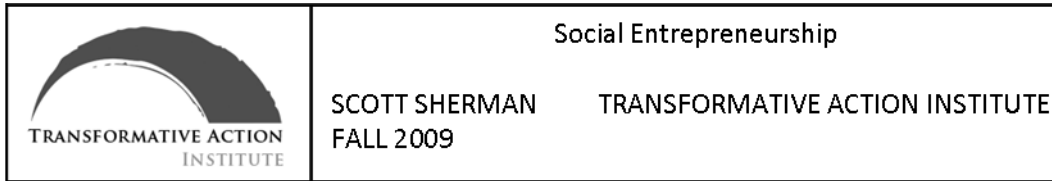
3. What is your family history? Trace the geographic journey that you and your ancestors took to get you here today. What are some of the most interesting and notable parts of your family's history? What part of your family tradition, culture, ethnicity, or heritage most resonates with you?

4. Were there people who were particularly strong influences on your life and your way of thinking? Who are the greatest heroes, mentors, and inspirations in your life? These could be people who are living or dead, famous or obscure, people you have known, or people you have only read about in history books. How and why have they touched you so deeply?

5. What adversities have you or members of your family overcome in your lives? Tell stories of how have you/they managed to triumph over such troubles.

6a. What have been your favorite creative inspirations throughout your life? What are the books, movies, art works, songs, or other hobbies and creative activities that you have most enjoyed? Why and how have these things uplifted and influenced you?

For example, some people write about the soundtrack of their lives – the songs that remind them of their favorite times from growing up. Other people write about their top ten favorite films of all time, or the ten books that they would take to a desert island. In each case, just make sure that you explain why you love these particular creative works so much. It is often powerful to tell the stories of how these works have made a difference in your life.



6b. What are the most creative things that *you* have done in your life? Please feel free to include creative examples. If you love creating art, writing poetry, or taking photographs, then include an original work. If you love singing, record a CD. If you have a story of an amazing time of joy that came out of hard work when you struggled to achieve something great, then tell that story. Have fun with this!

7a. Tell the narrative of your life so far, highlighting the major turning points and most important experiences. Tell the stories of the events that have profoundly changed your life and shaped you as a person.

Some of these experiences may have been challenging and difficult. Oftentimes our characters are forged in adversity and tragedy, as we discussed in question 5 above. We may have endured dysfunctional families, illness, poverty, prejudice, divorce, disaster, and loss. Some of our most profound moments of growth have come from the times when we are most tested. Indeed, people are often most transformed in those moments, and devote their life's purpose to helping others overcome these obstacles.

But be sure to include the greatest experiences of your life, too. What are your finest moments and the accomplishments of which you are most proud? What have been your peak experiences?

7b. Play the game of two truths and a lie. Make three outrageous or unusual statements about your life. Two of them must be true; only one will be false. (At the end of this portfolio, please include an appendix where you reveal which one is the lie, and where you tell the true stories!)

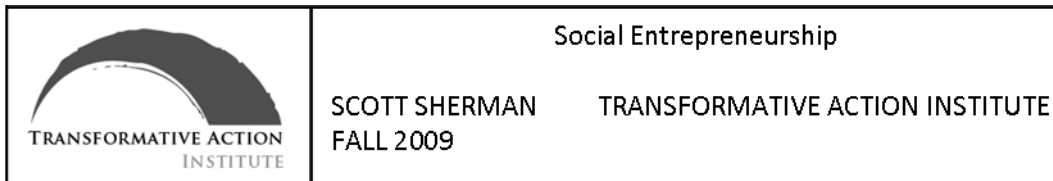
7c. When have you felt most loved, valued, respected, and cherished? Write about one of the times when friends or family members have made you feel most secure and comforted.

7d. Tell about a time that someone did a small act of kindness for you, which made a huge difference in your life.

7e. Best memories – Spend 30 minutes and quickly write down all of your most cherished memories from your life. Imagine that this is like one of those exercises where somebody tells you that your house will burn down, and you can only take 3 things. However, in this case, you can only take the memories that you write down in the next 30 minutes. All else will be lost to posterity. Try to make these memories as evocative as possible – full of details, sights, smells, and sounds: everything in your life for which you are most grateful and blessed.

Your best memories could be much more simple pleasures than the peak experiences and accomplishments you wrote about earlier. They could include remembering weekends that you spent with your grandparents, or summer afternoons with your best friends, or a humorous moment from your childhood that always puts a smile on your face.

After you have finished writing down these best memories in 30 minutes, you can go back and spend more time on your responses. Flesh out the memories and tell the stories in greater detail.



EXPLORING YOUR PRESENT

8. Write about the things that make you happiest. What gives you the greatest sense of fulfillment, personal satisfaction, and self-esteem? When are you so engaged and absorbed in an activity that time seems to stop? What are the times in your life when everything seems to flow, and you are in the peak state of joy? What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

9. What are your greatest talents and your signature strengths?

In order to get the most accurate assessment, please take the VIA signature strength test online, established by the Positive Psychology Center at the University of Pennsylvania. You can do an Internet search for this webpage, which will offer an academically valid survey that will identify the areas where you can most make a difference.

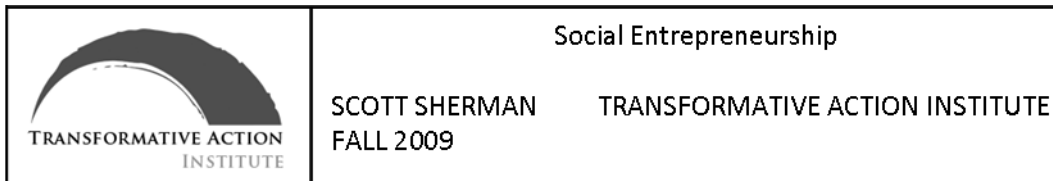
This is your chance to take an inventory of your best qualities. Some people may have trouble with this question because they have been taught to be modest and humble; they don't want to brag or to focus on what makes them special. Nonetheless, it is valuable to recognize the ways that you can contribute to the welfare of others; this will help determine the best direction for your life. How do you stand out from other people? What unique gifts do you have to offer the world?

Once you have determined your strengths, figure out specific ways that you can incorporate them more into your life. Researchers have discovered that people are much happier when they use their strengths on a daily basis in new and creative ways. People can even transform boring jobs into ones that they enjoy by using their strengths more. How can you use your strengths more often in your day-to-day life?

10. Engage in the "reflected best-self exercise" – This is getting 360-degree feedback about you at your best. In the traditional 360-degree feedback exercise, friends, family members, co-workers and other people tell you about your strengths and weaknesses. But here we are focusing on your optimal state:

Ask 10 to 20 people – friends, family members, significant others, co-workers, teachers, supervisors, and other people who know you well -- for stories of when they have seen you at your best. You can create a survey through Google docs in order to collect the data. See the separate document on setting up Portfolio Question 10 in the Appendix (page 12).

After collecting all of this feedback, write down the recurring themes. What have people repeatedly found to be your gifts and talents and strengths? How does this exercise make you reflect on what you wish to do with your life, and what you have to offer the world?



11. Imagine that a museum were to open up an exhibit about your life. What would be some of the artifacts that they might feature, and how would each one reveal something significant about your personality or your character? Make sure that you have an explanatory panel for each artifact. In other words, include a story to accompany each exhibit – something that illustrates why this is so meaningful.

12. What matters most in your life? What are the things that you value more than anything else in the world? Are you living consistently with these values? Are you spending most of your time on the things that really matter deeply to you? If not, how can you change your life to reflect what matters most?

Help text: Don't just create generic lists that say, "My family and friends are important to me. Honesty is very important to me. Love is very important to me." Anyone can say such generic statements. Make your responses true to your specific experience – something that nobody else in the world could say. Tell stories that illustrate what you mean.

13. What are the negative beliefs and stories and patterns of thought that stand as obstacles to reaching your full potential? Can you rebut them and show them to be false?

Help text: This is one of the most important questions in the portfolio, but one that most people prefer to avoid!

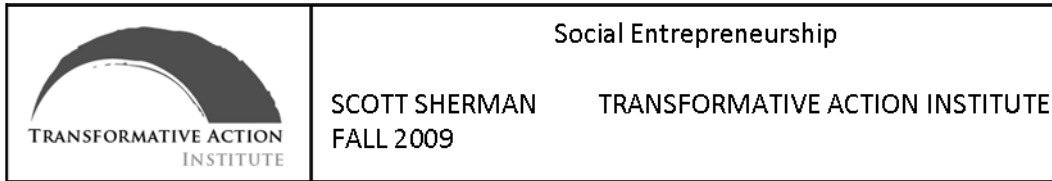
We often have negative beliefs that inhibit us. For example, some students believe that they aren't very smart; or they may believe that they aren't good enough in other areas of their lives.

But the liberating aspect to this question is that these are just stories. They may not be true at all. There may actually be a lot of evidence to challenge these stories and show them to be false.

14. What are you grateful for? Begin a daily Gratitude Journal. Scientific research shows that people who count their blessings are much happier and healthier than those who do not. Think about everything for which you are grateful or appreciative.

You can continue to keep a gratitude journal – every night, or perhaps just once a week. Just before you go to bed, record 3 to 5 things for which you give thanks: good things that happened to you today, things that you normally take for granted (your ability to see colors, your hearing, your ability to savor tastes of food, etc.)

You may also choose to do a powerful exercise, developed by Professor Martin Seligman at the University of Pennsylvania: Write a letter of gratitude to a person who has had a profound influence on your life, but whom you have never fully acknowledged. Thank them for the powerful, positive impact that they made in your life. To make this exercise as effective as possible, schedule a visit with them to read your gratitude letter out loud. Dr. Seligman's research has shown that this is one of the most uplifting life experiences for both the writer of the gratitude letter and the recipient. The positive effects of this gratitude visit often last for many weeks or months.



YOUR VISION FOR THE FUTURE

15a. If we gave you \$100 million, tax-free, what would you do with your life? (In other words, how would you spend the rest of your life if you were independently wealthy and did not have to worry about money?)

15b. If you discovered that you had only two years to live, what would you do in that time? (Imagine that you would be completely healthy over the next two years. What would you want to accomplish before you die?)

15c. What have you always wanted to do, but have been afraid to attempt?

15d. What one great thing would you dare to dream if you knew that you could not fail? (In other words, what one great goal would you choose to pursue if you knew that success was guaranteed?)

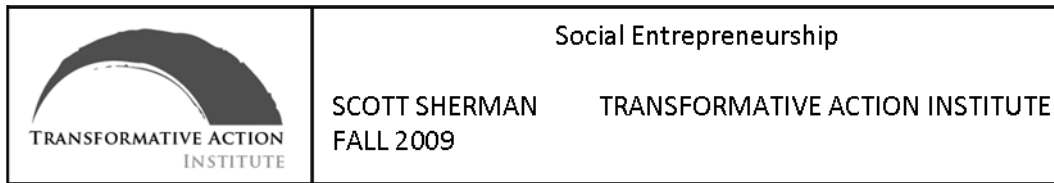
16. List everything that you wish to achieve and experience in your life. Write down as many goals as you can – at least 100 goals for your life. Dream big! Go wild! Don't compromise at all: write down all of your dreams and aspirations here, no matter how ambitious or idealistic.

17. Answer at least one of the following questions about your future:

a. MAGAZINE ARTICLE – 5 TO 10 YEARS IN THE FUTURE - Create a magazine story about you having succeeded. You have made a real difference in the world and in other people's lives. Your life has been rich and full of meaning and significance. What have you done? How did you get there? Again this is a creative exercise in imagining the future. You could envision yourself as TIME Magazine's person of the year. Why has this prestigious honor been bestowed upon you? Explain it in detail, as if you were a reporter writing this story for a prestigious magazine.

b. AUTOBIOGRAPHY FROM 30 YEARS IN THE FUTURE - Write your autobiography from the perspective of 30 years in the future. Imagine that this is the best of all possible worlds, where you have been able to live your ideal life. What have you accomplished? What transpired over your lifetime? This should be a fun, playful exercise where you talk about how you will combine your passions and dreams with your strengths and talents. Be as detailed as possible.

c. FUNERAL – END OF LIFE – Imagine that you have passed away. There are many people who have come to your funeral to celebrate your life. If you have lived your ideal life, what will these people be saying about you? How will they describe your contribution and your character? What would you like them to say?



18. In question 13, you explored the negative stories that you tell about your life – stories that prevent you from reaching your full potential. What are the new stories that you could tell? How could you see yourself as being on “the hero’s journey,” with a life rich in meaning and purpose?

19. What is your mission statement? In a single sentence or paragraph, try to summarize what you are meant to do with your life. If this seems difficult, you can start by answering the following questions:

- a. Imagine that you are a character in a novel. Why did the author place you here? Every character, every scene, and every detail in a novel happens for a purpose. What is your purpose here on the Earth?
- b. Author Frederick Buechner once wrote that, “To find your mission in life is to find the intersection between your heart’s deep gladness and the world’s deep hunger.” What is the great hunger in the world that you wish to address? In other words, what is the issue that you care about most deeply? And how can you use the talents and strengths and passions that you have identified in this portfolio to address that need?

20. What are the things that give you a sense of hope? What makes you optimistic about the future? What do you find exciting and promising about this moment in history?

21. Researchers have shown that people who are most happy and satisfied with their lives are those who spend a great deal of their time giving to others and the world. Now that you have completed this portfolio and have hopefully come to some greater clarity on your goals and dreams for your life, what is your vision of how you would like to make a difference in the world? What can you do to get started on it today?

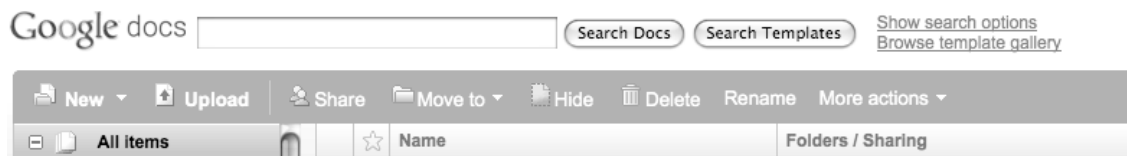
Appendix

Special instructions for Portfolio Question 10

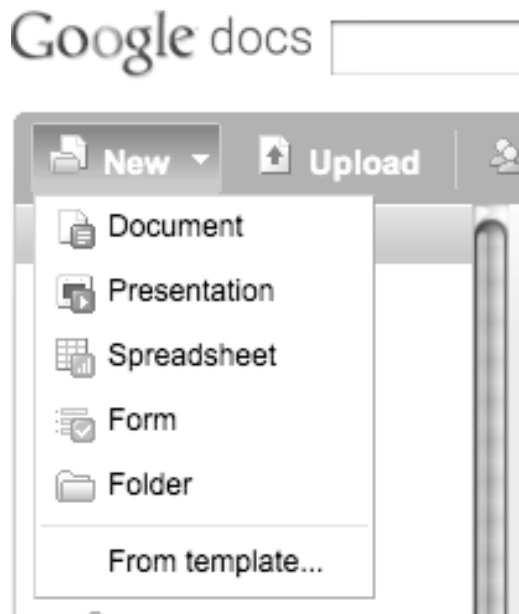
Setting up a survey for the Reflected Best Self Exercise

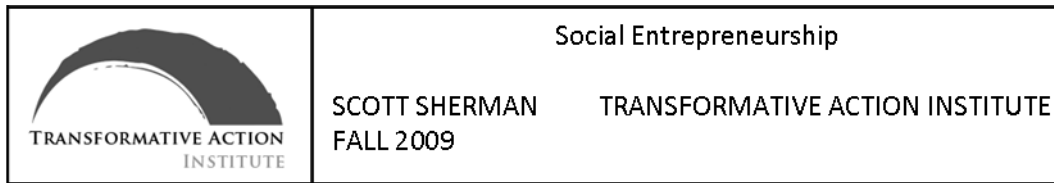
It's easy to set up a Google doc to send to your friends, family members, co-workers, teachers, supervisors, mentors, peers, significant others, and other people who may tell you about you at your best.

When you go into your Google Docs home page, just go to the top left hand corner, where it says "New"



Then click on the New, and open it up. Click on "Form."





Create a new form and it will look like this:

Then you can fill in the following text (or create your own). This template is based on the work of Jullien Gordon, a successful social entrepreneur in New York.

You can put your own name and personalize the following template.

Title: Looking for some quick support

Hi,

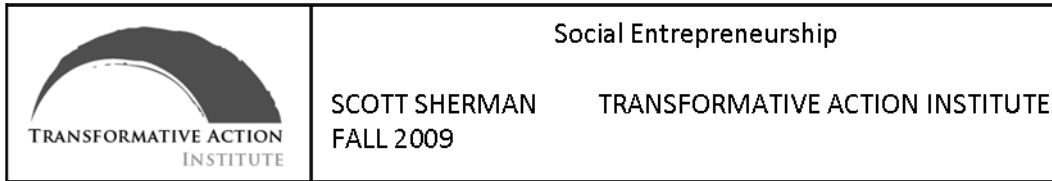
I have an important class project, where I'm supposed to gather valuable feedback from the people who know me best: my family, friends, co-workers, mentors, teachers, peers, and others. Since I consider you to be one of these key people in my life, I would greatly appreciate if you could help me out.

Would you be willing to take 10 minutes to complete the survey below? It's only 5 questions. Your answers will help me tremendously as I consider what's next for my life. (And, because it's an assignment for a university class, I have to gather this information within the next 2 days, or I will risk failing!)

But more than the grade, this feedback is really meant to help me grow as a person, and discover the best direction for me to go with my life and my career after college. Your specific answers would be invaluable to me. I've just chosen a few people for this survey, so your feedback is really important to me. Thanks so much!

This survey will SELF-DESTRUCT in 48 hours...tick...tock...tick...tock...

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Question 1: Name of the person filling out this survey

Question 2: Talents, strengths, and gifts

From knowing and observing me, what do you think are my greatest talents and strengths? What gifts could I contribute to the world?

Question 3: Stories of when you have seen your friend at his/her best

Do you have any stories of when you saw me performing at my best? Please relate a story or two of when you have seen me at the heights of excellence, performing to my full potential. What most impressed you?

Question 4: Passions

In your opinion, what makes me most passionate and alive and engaged? What activities most put me into a state of enthusiasm and flow?

Question 5: Potential paths

What potential career and professional paths could you see me becoming great at? And why?

Note: You can add your own questions if you wish. But these five questions above will provide you a good start. When people respond, all the results will be sent to you automatically. You can get them as a summary or as a spreadsheet.

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Social Entrepreneurs, Innovators, and Problem Solvers

ANKE WESSELS
FALL 2010

CORNELL UNIVERSITY

AEM 3380

Social Entrepreneurs, Innovators, and Problem Solvers

4 credit hours

Fall 2010, Tues and Thurs 1:25-2:40pm

Anabel Taylor Hall: Founders' Room

Instructor: Anke Wessels

E-mail: akw7@cornell.edu

Office Hours: Tuesdays and Thursdays 3-4pm

Course Description:

This course introduces students to the most effective methods of social change. We look at the social entrepreneurs, innovators, and visionaries who are coming up with new methods of solving society's problems. We contrast traditional methods of activism with a new approach that combines the pragmatic approach of social entrepreneurship with the compassionate, collaborative engagement of Transformative Action. Specifically, today's cutting edge movements tend to be less ideological, less adversarial, more locally specific and more solutions-oriented than previous ones.

In the first few weeks of the course we use the story of Jacqueline Novogratz, founder of the Acumen Fund, to consider how social entrepreneurs help co-create equity, justice and environmental sustainability through and with community. We then tackle the question of how to create social enterprises that are truly based on our deepest social values such as inclusion, diversity, and opportunity for everyone. Finally, students conceive and design their own bold social change initiative, using as a cautionary tale Wendy Kopp's near failure in establishing Teach for America.

This course is not a traditional lecture course. It is highly interactive, experiential, and dynamic. There is a clinical part of the course, where students will be working in teams on a social change project to improve real-life conditions. In these groups they will also practice the basic empathic skills of Transformative Action.

This is a class that requires enthusiasm, passion, motivation, and whole-hearted participation from the students. It is not a course for passive students, who simply want facts and information fed to them. It is about action, leadership, and empowerment. The course promises to be inspirational, fun, and challenging for everyone involved.

Required Texts

Novogratz, Jacqueline, (2009) *The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World*; Rodale

Jones, Van, (2008) *The Green Collar Economy: How One Solution Can Fix Our Two Biggest Problems*; HarperOne

Kopp, Wendy (2001) *One Day, All Children...The Unlikely Triumph of Teach for America and What I Learned Along the Way*; Public Affairs NY



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Instructor:

Anke Wessels is the Executive Director of the Center for Transformative Action, an affiliate of Cornell University. Operating in the cradle of Cornell University with all the creative energy it draws and develops, CTA's programming animates the power of the heart to remake the world such that bold action results! We have over 35 years experience in cultivating change makers with bold ideas to resolve social problems and mobilize others to action.

Inspired by Mahatma Gandhi, Martin Luther King, Jr., Dorothy Day, Thich Nhat Hanh, and many others, Transformative Action calls for courage to break the silence that surrounds injustices; patience for the arduous yet ultimately liberating work of building an inclusive movement; imagination to stay free from "us vs. them" strategies that only flame our social problems; and inspiration to envision new solutions to common challenges.

Dr. Wessels teaches AEM 3380, Social Entrepreneurs, Innovators, and Problem Solvers. She received her BA in French and Economics, her MS in Agricultural Economics, and her PhD in Geography, specializing in Environmental Politics and Social Movements. She was previously on the faculty at Syracuse University, teaching Environmental Sustainability and Environmental Politics.

She lives in Lansing, NY with her husband, Richard Allen, and is the mother of three daughters.



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ANKE WESEELS
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COURSE SCHEDULE

Part I: Social Entrepreneurship and Transformative Action

Class 1 8/26

Introduction to the course and its principles

Class 2 8/31

Why do people engage in social change?

There are many reasons why people don't get involved in social change: everything from feeling powerless, to the belief that it will take too much time and energy. In today's class, we look at what motivates social entrepreneurs, their characteristics, and the "moments of obligation" that launched them on their journeys.

HW: Portfolio Questions 1 & 2

Reading: The Blue Sweater, pp 1-31

Class 3 9/2

A New Paradigm: Transformative Action and social entrepreneurship

Leading observers of today's social change movements describe a new social change paradigm that is less adversarial, more collaborative, and more solutions-oriented. Today we will consider previous models for bringing about change and how what is developing now may not only be different but more effective. Specifically, we consider the principles of Transformative Action and how these are integral to effective social change.

HW: Portfolio Question 3

Reading: The Blue Sweater, pp. 32-63.

Class 4 9/7

Leadership and Community: Transforming ourselves and transforming the world

In contrast to a traditional view of leadership—where one charismatic person is out front-- we will consider how leadership emerges from community and through community engagement. We will explore what it takes to engage in the co-created leadership essential to finding solutions that accurately address the needs and the desires of those most affected by social problems.

HW: Portfolio Questions 4 & 5. Set up first meeting with community project leadership.

Reading: The Blue Sweater, pp. 65-111

Class 5 9/9

Creating bonds across difference and communities

Today we will consider how overcoming the distance that exists across "isms" and social boundaries is fundamental to being an agent of social transformation. By overcoming this distance and associated alienation, we give rise to a WE story from which everyone gains access to the yet untapped and, indeed, unseen energy, synergy, and inspiration needed to meet the common challenges that face us all.



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HW: Portfolio Questions 6 & 7
Reading: The Blue Sweater, pp 112-146

Class 6 9/14

Rwanda Rising

Today's movie illustrates powerfully both the capacity of humans to act in evil ways and our tremendous capacity for empathy, forgiveness, and a willingness to let go in order to embrace a positive vision.

HW: Refine portfolio answers to date in transformation groups.
Reading: The Blue Sweater, pp. 147-175

Class 7 9/16

Inhumanity and humanity: discussion

Monsters will always exist. There's one inside each of us. But an angel lives there, too. There is no more important agenda than figuring out how to slay one and nurture the other. *The Blue Sweater*, pg 175

HW: Refine portfolio answers to date in transformation groups.
Reading: The Blue Sweater, pp. 176-208

Optional Activity Camping Trip

Class 8 9/21

The world we dream, the future we create together

Today we begin to explore what social issues or causes you are most passionate about. Our lives take on a new dimension of meaning when we are in service to others. How can you take what you do best and bring it in service of the world? How can you transform those areas where you feel disempowered into genuine sources of strength?

HW: Portfolio Questions 8, 9 & 10
Reading: The Blue Sweater, pp.209-242

Class 9 9/23

Learning from social entrepreneurs

Today several social entrepreneurs will join us in class to share their work, their stories, their passion, and their experience. From where do solutions to pressing social problems come? Jacqueline Novogratz comes to campus on Monday, 9/27. What questions would you like to ask her?

HW: Portfolio Questions 11, 12 & 13
Reading: Blue Sweater, pp. 209-242

Class 10 9/28

Discussion about Jacqueline Novogratz, her presentation, vision, and solution

HW: Refine portfolio questions to date in transformation groups.



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Part II: Changing the World:

Pursuing social, economic, political, and environmental justice

Class 11 9/30

What is “moral imagination” and how does it translate into the practice of developing a social enterprise?

“The world will not change with inspiration alone, rather it requires systems, accountability, and clear measures of what works and what doesn’t. Our most effective leaders, therefore, will strengthen their knowledge of how to build organizations while also having the vision and heart to help people imagine that change is possible in their lives.” The Blue Sweater, pp 248

Today we will explore how to build organizations (as well as our lives) on clearly defined values that reflect our highest principles, ideals and vision for change.

HW: Portfolio Question 14

Reading: Warwick and Cohen, Preface, Chapter 1 and Chapter 2

Class 12 10/5

What is the economy for? Rethinking what’s possible

Who does the economy serve and for what purpose? Can we create value through markets that truly lift all boats? What role do coalitions play in creating a vision of social and economic equity? Today we will consider these questions and begin an exercise on coalition building.

HW: Portfolio questions 15 & 16 & 17

Reading: The Green Collar Economy, pp. 1-59

Class 13 10/7

Coalition building for justice and sustainability

Today we will continue the exercise on how to build effective coalitions and then learn an empathy-based communication model to transform inevitable conflicts.

HW: Goal Progress Report and refine portfolio questions to date in transformation groups. Set up interim meeting with community project leadership.

Reading: The Green Collar Economy, pp. 60-113

10/12

No Class

HW: Begin to develop your Big Idea. This preliminary work is similar to that of a research project! It requires considerable investigation and thought up front. Begin answering questions 1-5 of your Big Idea proposal now! Your responses will change between now and the end of the semester, but your success in this assignment depends on early research and inquiry.

Reading: The Green Collar Economy, pp 114-144



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Class 14 10/14

Creativity, innovation, and invention

"Now is the time for us to raise our sights, now is the time for America to dream again. Even in the midst of new dangers, now is the time for us to unshackle our imaginations. Let us envision meeting our economic and ecological challenges with our heads held high—not buried in our hands." The Green Collar Economy, pg 186

Today we will look at what opens up our creative and innovative genius. We will engage in many exercises aimed to help us think out of the box and connect ideas in new ways.

HW: Goal Progress Report and refine portfolio answers to date in transformation groups.

Reading: The Green Collar Economy, pp. 145-197

Optional Activity

Class Dinner

Part III: Acting on a Big Idea

Class 15 10/19

Playing for extraordinary results

Why do some people live ordinary lives, while others achieve extraordinary results? Successful social change agents dare to try new things, experiment, take risks, and leap into action. Rather than becoming stuck in the "paralysis of analysis," effective social entrepreneurs and activists take chances and learn from their mistakes. They also have an inspiring vision of what they are for and believe passionately in possibility.

HW: Portfolio question 18
Reminder to be working on questions 1-5 of the Big Idea Proposal!
Today you will share your preliminary Big Ideas

Reading: One Day, All Children, pp. 1-48

Class 16 10/21

Failure, resilience, optimism, and overcoming setbacks

Any movement for social change is inevitably going to face obstacles, and setbacks. Campaigns for social justice often take years or decades. A crucial issue for social change advocates, therefore, is how to respond effectively to failure, and how to overcome barriers to progress. Today's class will examine what constitutes resilience and what we do when things fall apart.

HW: Hand in midterm evaluations in class
Portfolio question 19 & 20
Goal Progress Report

Reading: One Day, All Children, pp 49-101

Class 17 10/26

Theories of change, vision, mission, and values A theory of change defines how we believe individual, group or social change happens and how, specifically, our actions will produce positive societal results. In today's class you will have time to develop



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the theory of change embedded in your Big Idea.

HW: Final touches on portfolios in transformation groups.

Reading: One Day, All Children, pp. 103-145

Class 18 10/28

Presenting final Portfolios and beginning Big Ideas

Today in class we will celebrate the completion of your portfolios and share your preliminary big ideas. Alumna, Meredith Rosen will visit the class.

HW: Goal Progress Report

Portfolios are DUE today!

Big Idea, 1& 2

Reading: One Day, All Children, pp. 147-191

Class 19 11/2

Organizational models

Today we will explore the range of organizational models available to social entrepreneurs and will consider which would best help you bring your idea to fruition.

HW: Big Idea Questions 3&4

Class 20 11/4

Strategic planning: short-term and long-term goals--evaluating and measuring outcomes

"What I learned, in essence, was that if I was to fulfill my mission, it would take more than an idealistic vision. In the end, the big idea was important and essential. But it would work only with a lot of attention to the nuts and bolts of effective execution."

One Day, All Children, pg 125

Today we review some of the best ideas on strategic planning, and see how these principles have begun to transform grassroots strategies for change. There is a new demand for accountability with rigorous standards for measuring and assessing the results of nonprofit and social change strategies. We will look at how to create accurate feedback systems while also acknowledging that our fundamental goals for systemic change may take decades to achieve and be arrived in collaboration with other groups.

HW: Big Idea Questions 5&6

Goal Progress Report

Class 21 11/9

Budgets and revenue generation

According to social movement theory, groups will be most successful in creating social change to the degree that they can mobilize resources. Yet most nonprofits, social activists, and community advocates have historically lacked sufficient funds to promote their agendas fully. Now a new generation of scholars and practitioners are creating innovative methods for generating funds. Today we will review several of these emerging models in detail. We will explore how social entrepreneurs,



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Innovators, visionaries, and problem solvers find the money to fund their organizational projects.

HW: Big Idea Questions 7&8. Set up interim meeting with community project leadership.

Class 22 11/11

The importance of great storytelling: public relations and communication skills. What Sticks?

Great leaders are storytellers. They are able to engage and entertain their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. Today we will look at the power of telling great stories, and learn how to do it most effectively when promoting your social change campaigns. We will also look at the skills of public relations, and framing language in ways that will win over an audience.

HW: Big Idea Questions 9&10
Goal Progress Report

Class 23 11/16

Motivation, persuasion, and appeals to a wide audience

Many activists and social change agents find it difficult to persuade other people to join their campaigns. They are often viewed as too serious, too angry, and too grim. Unless citizens feel like there is a major crisis that endangers their health, safety, or welfare, they may not be motivated to join a campaign for social change. Therefore, groups often need to frame their message in ways that will appeal to a large audience, and that will mobilize people to action. Today you will have the opportunity to develop your "elevator speech".

HW: Big Idea 11&12

Class 24 11/18 In-Class Workshop

HW: Last Goal Progress Report

Class 25 11/23 Student Presentations


Class 26 11/30 Student Presentations

Class 27 12/2

Conclusions

We conclude the course by talking about the possibilities for widespread change and transformation in the world over the coming decades. Is it really possible for ordinary people to solve the huge crises that face us in the future?

HW: Submit Big Idea for Social Change –**DUE Today**

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Finals week

Your final written report for the community project is due to me the first day of finals. You must give an oral presentation to your community project leaders in advance of submitting this report.

Your reflection paper on the experience with your Transformation Group is also due the first day of finals.

Class Requirements

1. Class Participation

The success of this course depends on the active, enthusiastic participation of each student. Students ought to display great initiative, motivation, and a passion for learning. It is essential that students be here every day. It's also imperative that you come to class on time. It is astounding how much more effective you can be in your life and your work if you maintain basic integrity—simply do what you said you would do.

2. Experience with social change outside the classroom

This class is not just about theory. You can have excellent intellectual discussions about how to change the world, but you also need to get involved in a project to make the world a better place. I have worked with area social entrepreneurs to develop several concrete projects. Each of you will work on one project in groups of 4-5.

In this way, you will have a chance to apply what you are learning in our course to a community project for social transformation. You will be learning about how social change organizations translate vision and passion into reality, how they gain support by enrolling people to their cause, how they overcome conflicts, how they exercise leadership and make decisions. At the end of the semester, you will be submitting a final report for our partner agency and for me.

3. The Transformation Groups

Your project group will also be your “transformation group.” In this capacity you will encourage each other to excel on your portfolio answers by sharing them with each other and exploring the questions deeper. You will practice the skills of empathic listening and trust building. These groups are designed to help you achieve dramatic results in both personal and social change in a supportive “win-win” atmosphere. You will write a brief reflection paper on your experience in this group.

4. Portfolio

The portfolio is a record of your progress in this class. You will be given a series of questions that are meant to be fun, intellectually stimulating, thought provoking, and exciting. You will put your responses together in a creative portfolio design that represents the best of your dreams and visions for yourself and your contribution to the world. Many students have called the portfolio the most meaningful and significant educational assignment they have ever had. I hope that you will agree. (See the accompanying document about the Portfolio for more details.)

5. Big Idea for Social Change

In this class, you will learn the fundamental principles for solving problems, fostering innovation, and creating social change, and then apply these lessons by developing your own Big Idea for Social Change. You can choose to work individually or in groups. You will write up a proposal for solving some problem in your community or



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contributing something new that will transform people's lives. It is a strategic action plan for change. Once finished, you will be fully prepared to submit your proposal to Entrepreneurship@Cornell's Big Idea competition, which has a top prize of \$2,500 <http://eship.cornell.edu/BigIdea/winners.php>. (More details are in the "Big Idea" document.)

GRADING POLICIES

There are no tests in this class. Instead the grade breakdown is as follows:

Attendance and participation:	20 percent
Team Project for community org	20 percent
Transformation Groups	15 percent
Final Portfolio	25 percent
Big Idea for social change:	20 percent

I will not accept late work.

Participation grading scale:

Your participation is critical to the success of this course. Not only do you get more from the experience if you engage fully, but you contribute tremendously to the rest of us in the class, enhancing our experience. What constitutes participation? This is a difficult question to answer. Some people are fully engaged, listening deeply, but may say very little. Others say a lot, but aren't listening well, so their contributions hardly further the conversation.

I can never know what's going on inside of your head. I can only detect the signs of apparent interest - whether you are making eye contact, whether you seem bored, whether your contributions seem to come from listening to the conversation closely, whether you seem like you would rather be somewhere else, or whether you seem like you are asleep or daydreaming. I will attempt to make a fair assessment of your class contribution.

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You listen actively, and you appear to respect the opinions of your fellow students. When you speak you engage your fellow students, and offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning; you show great motivation and interest. You come to every class session and you are on time. You know the names of all of your fellow students and help empower other people to do their best. You care about your classmates and how they are doing in class.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest. You listen actively, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You are absent or late to no more than 2 classes. You know at least 80 percent of your classmates' names.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You are absent or late to no more than 4 classes. You know at least 67 percent of your classmates' names.



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D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You are late or absent more than 4 times. You know less than 67 percent of your classmates' names.

F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. Overall, you put no effort into the class. You are absent or late to class more than 7 times. You know less than 50 percent of your classmates' names.

Written assignments - grading scale:

Grading may seem like a subjective enterprise. However, we have discovered a remarkable consensus as to what grade a paper deserves. We use the following guidelines for assigning letter grades to papers. These are derived from the work of Bill Ingram, a professor at the University of Michigan.

A - This grade is reserved for outstanding work. It dazzles everyone who reads it. In fact, it has the "wow factor" – i.e., if you showed it to 5 people, including a stranger who doesn't know you, all of them would enthusiastically shower it with genuine praise. If it is a personal project (e.g., the portfolio), it will reveal much about your unique character. If it is a persuasive paper (the big idea proposal), it will win people over, skillfully overcome any objections, and help them gain new insights. Overall, your work meets the highest standards of professionalism. It is hard to imagine that you could produce better work than this.

B - This paper is good. It goes beyond merely fulfilling the assignment; indeed, it shows evidence of significant thought and planning. It contains no major distracting errors, and is well developed with good supporting material and transitions. I am pleasantly surprised as I read it. Still I believe that you have a greater potential than this. With more work, you could push yourself to produce something that meets the standards of an A paper above.

C - This paper is acceptable. It fulfills all the requirements of the assignment, though in a routine way. It shows evidence of engagement with the topic and makes what I consider an adequate response to it. It contains few distracting errors. I can follow and understand the argument without difficulty, but also without much pleasure; the writing is not vigorous nor are the ideas fresh. It's an okay paper; it meets the requirements of the assignment and I am satisfied as I read it.

D - This is a weak paper that relates to the assignment but shows no evidence of real engagement with the topic. It is marred by enough errors to distract me seriously as I read it. It seems unprofessional and not carefully proofread. It also suffers from vague, ambiguous writing that makes it difficult for me to understand the content or the direction of the argument. I am disappointed as I read it.

F - This paper is a disaster. It shows no thought. It is so poorly constructed and so carelessly written that I cannot follow the sequence of ideas. Additionally, it is marred by so many errors in mechanics and usage that the message is difficult to decipher. I am dismayed as I read it. **Note:** A paper can also receive a failing grade if it does not respond to the subject of the assignment. That is one way to show "no thought."

There is no curve in this class. Anyone who does extraordinary work will receive an A. My hope is that you all do!



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AEM 3380

Social Entrepreneurs, Innovators, and Problem Solvers

Instructor: Anke Wessels

E-mail: akw7@cornell.edu

Office Hours: Tuesdays and Thursdays 3-4pm

YOUR BIG IDEA FOR SOCIAL CHANGE

During the first nine weeks of the class, you learned about the skills and strategies of social entrepreneurs and innovators who are changing the world. Now it's your turn to apply these lessons.

"You must do the thing that you think that you cannot do."

– Eleanor Roosevelt

1. Your vision for changing the world – an executive summary. Earlier in this semester, you have reflected on your personal passions and strengths. You have also identified the problems that most concern you. The next step is to put these together: Figure out one social problem that you would want to solve.

This should not simply be a service project, nor is it merely about research. Instead, it is about real social transformation: doing something visionary, creative, innovative, and socially entrepreneurial. It is about taking initiative and action.

Be bold! As former Stanford professors Jim Collins and Jerry Porras say, you should have "big, hairy, audacious goals." These are most likely to get you excited and inspired, and they are also more likely to impassion other people to follow you. While it's important to start with small, realistic, feasible goals in your own community, you should have an inspiring, compelling vision for the future.

Now write up a short summary of your vision. How would the world be different if you achieve your goal? What would the world look like in 5 or 10 or 20 years?

2. The brief elevator pitch - Now summarize your project in a few sentences—in the amount of time it would take you to walk from CollegeTown Bagels to Rullofs. This should be compelling and dramatic – something that will win people over right away. It should be your "unique selling proposition" (what advertisers would call your "brand") – the thing that sets your project apart from everything else.



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This is also called a sound bite or an elevator pitch. Imagine that you stepped into an elevator with a wealthy philanthropist, and you had only 30 seconds to deliver your message before the elevator reached its destination. How would you sum up your idea so that it sounds innovative, meaningful, and appealing to any audience?

3. Statement of need - Show that the problem that you hope to solve or the unique contribution you hope to make is really urgent. You should include statistics, compelling stories, and quotes from experts that show this to be a serious problem that needs addressing. What specific group of people will benefit from your idea and how? How do you know this is something that group of people will benefit from? Have you reached out to this constituency or community? If so, what was their reaction? Remember the importance of co-creation in developing truly effective solutions. How does your idea support the already identified needs of the constituent group?

4. Why have you chosen your specific approach to addressing the need defined above? What is your theory of change about how to create the real and lasting social change that underlies the vision for your organization.

5. Comparison of your idea with everything else that exists -- Identify what other solutions have been attempted, and why they have not been completely successful. Identify other nonprofit groups or social change activists who have been working on the problem. You will need to show how your efforts are different from the rest.

This may seem challenging. You may feel that the most brilliant ideas have already been invented. If this is true, then why is there still an urgent problem? Can you take ideas that have been successful in other places (best practices) and apply them in a new context? Can you build on the successes of innovators and visionaries who have come before you?

This is absolutely essential, and it will require excellent research. In business terms, you are going to do a “market analysis” – an analysis of your competition. Of course, these other groups are not going to be your competitors at all, especially because this is a transformative project. Most likely, these will be your greatest allies, mentors, and collaborators who will be working with you to solve the problem.

You need to list as many of these visionaries, innovators, activists, and social entrepreneurs, and find out what they are already doing to tackle your problem. Then you need to show what has worked, what hasn't worked, and why. Then come up with creative ideas of how you can do it better.

6. Explain how your approach to addressing the need defined above is truly innovative or unique. Provide specific examples of innovative activities or strategies that will make your approach more effective than approaches taken by other organizations.

7. Your strategic plan for action – Tell us about your short-term and long-term desired outcomes and goals. These should be drawn specifically from your Theory of Change. What is your target audience? What is your project timeline? Include all of the specific activities that you will undertake. Create a step-by-step action plan. Discuss the major obstacles that you anticipate. How will you overcome them?



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8. **Measurement of results** -- How do you measure your outcomes? How do you know if you have succeeded? Are there concrete, specific details that you can show to indicate that you have made a real difference in people's lives?

9. **Your budget** – How much money will it take to realize your vision? Why? Create an itemized start-up budget, and a second year operating budget, figuring out how much it will cost for each essential element of your plan to succeed. How will you raise this money? What will happen if you don't raise the entire budget? Do you have an alternative plan?

10. **Your experience and credibility** – Why are you the right person to do this? What gives you the credibility to undertake such an ambitious project? How can you convince us that you are someone who can succeed? In other words, why should someone invest \$50,000 or \$500,000 in you and your idea? How can we be assured that you will spend that money wisely and make a positive impact?

11. **Your story** -- Tell a great story about your project. This could be a page that explains why this work is so essential. What would be the consequences if this project did not go forward? Facts and figures from research are often not enough when you are trying to tell your story; you need to touch the heart as well as the head.

This will be your 90-second elevator pitch, which will take place on 11/23 or 11/30.

12. **Challenges** – What are the greatest challenges you will face, and how will you overcome them?



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AEM 3380

Social Entrepreneurs, Innovators, and Problem Solvers

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Office Hours: Tuesdays and Thursdays 3-4pm

Portfolio Changing Your Life and the World

Overall concept: This portfolio is for you to learn about what motivates you. It is a chance to apply everything that you learn in AEM 3380; after all, this class is not just about lectures on social change. It's not just about fun, experiential games, camping, or having dinner with your professor. Those are incidental benefits, which hopefully you will remember well into the future.

But this is really about taking responsibility for your own education, your personal growth, and your commitment to making a difference in the world. This is a masterpiece that you may keep long after this class has ended. It's a creative expression of your hopes and dreams. It's about where you are on your path of self-discovery and transformation.

It's also about taking action – this is not just theoretical. What risks have you taken? What actions have you actually made to progress towards changing yourself and your world?

The moment one definitely commits oneself, then providence moves too.

All sorts of things occur to help one that would never otherwise occurred.

A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance which no man could have dreamed would have come his way.

Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.

-- Johann Wolfgang von Goethe



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Grading

OK, it's time for that uncomfortable discussion about grades. I'd like to minimize the emphasis on grades. I want you to be doing this work because you are intrinsically motivated; I want you to be passionate and excited, not simply chasing a grade.

Moreover, it has been shown that grading significantly diminishes student creativity and innovation, creating a competitive environment that makes collaboration exceedingly difficult. At the core, grades are about comparing one student against another rather than reflecting their mastery of the material. So grading is a practice that runs counter to the principles inherent to transformative action.

Still, Cornell requires that I assign a grade to you at the end of the semester.

Of course, I hold you to the highest standards. I expect the best from you; I know that Cornell students can produce insightful, intelligent, and powerful work. Thus, I will give an A to all students who achieve excellence. There is no curve in this class. If you all do wonderful work, you will all achieve the highest grades. Indeed, I want you to succeed; I am on your side. Unlike most college classes, where there is an adversarial relationship between students and professors, I am rooting for you all to triumph! That would be the ultimate win-win situation that is the hallmark of transformative action.

You will find more information about my grading criteria for written assignments with your syllabus.

How long should the portfolio be? What are the minimum requirements?

The length of the portfolio is really up to you. I certainly don't want you to fill pages and destroy forests, just because you think you need to impress me with a thick document. (It's a good idea anyway to save paper by printing on both sides of the page.) I just ask that you be thorough.

By the time you turn in your full portfolio by the end of the semester, you will have completed most of these exercises for homework in class already. However, you may wish to go into further detail. Ask yourself if your homework assignments really represented your best work. Challenge yourself to achieve your full potential!

I understand that some questions are sensitive, and you may not wish to share private information. I respect your right to privacy. If there are any assignments that you wish to write for yourself, and not for anyone else's eyes, just let me know.

This is a portfolio of all of your best work from the semester. It is a chance for you to gather together all of your hopes, dreams, visions, and plans for transforming yourself and the world.

Have fun with the creation of this portfolio! Be creative; use artwork, photographs, and anything else to make this portfolio represent the best of yourself.



Portfolio Questions

Your Past: What got you here?

1. What is your experience with giving back to others in your community? Have you ever been involved in any campaigns to make a difference in the world? It's fine if the answer is no. Just explain why you haven't felt a need to get involved. If the answer is yes, talk about your own experiences. Go into depth; this is like your autobiography of civic engagement.

2. What are you grateful for? Begin a daily Gratitude Journal. Scientific research shows that people who count their blessings are much happier and healthier than those who do not. Not only that, people who are grateful are also more socially engaged. Think about everything for which you are grateful or appreciative. Summarize what you see emerging in the lines that you write as well as in the way that you feel about yourself and the world around you.

You can continue to keep a gratitude journal – every night, or perhaps just once a week. Just before you go to bed, record 3 to 5 things for which you give thanks: good things that happened to you today, things that you normally take for granted (your ability to see colors, your hearing, your ability to savor tastes of food, etc.)

3. If we gave you \$100 million, tax-free, what would you do to best contribute to the well being of others? (In other words, how would you spend the rest of your life if money were not an issue?)

4. What adversities have you or members of your family overcome in your lives? Tell stories of how have you/they managed to triumph over such troubles.

5. What are personal examples that you have seen of excellent leadership? Where have you exercised strong leadership in your life? In what ways could you improve your skills as a leader? What do you think are the most important qualities of a great leader?

6. What is your family history? Trace the geographic journey that you and your ancestors took to get you here today. What are some of the most interesting and notable parts of your family's history? What part of your family tradition, culture, ethnicity, or heritage most resonates with you?

7. Were there people who were particularly strong influences on your life and your way of thinking? Who are the greatest heroes, mentors, and inspirations in your life? These could be people who are living or dead, famous or obscure, people you have known, or people you have only read about in history books. How and why have they touched you so deeply?

Write a letter of gratitude to one person who has had a profound influence on your life, but whom you have never fully acknowledged. They may be someone you have never even met. Thank them for the powerful, positive impact that they made in your life. If possible, send the letter to the person.

8. What have been your favorite creative inspirations throughout your life? What are the books, movies, art works, songs, or other hobbies and creative activities that you have most enjoyed? What creative things have you done that have inspired you? Why and how have these things uplifted you?



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For example, some people write about the soundtrack of their lives – the songs that remind them of their favorite times from growing up. Other people write about their top ten favorite films of all time, or the ten books that they would take to a desert island. In each case, just make sure that you explain why you love these particular creative works so much.

9. What are the greatest experiences of your life? What are your finest moments and the accomplishments of which you are most proud? What have been your peak experiences? Who or what moments have had a profound impact (negative or positive) on you? Use the Lifeline exercise on pages 31-34 of *The Leadership Wheel* to map these out onto three separate timelines. Then answer the questions on pp 33-34:

- What was the impact of each of these important relationships, achievements, and events in shaping your perspective and how you are in the world?
- What are the patterns or evolutionary lines you see in your overall development? Where do you think you are headed?
- What 'thingy' might you have? How has it influenced your life? Are you able to let it go?
- What does all this tell you about how you lead and what you want most and care about?

Your Present: Who are you?

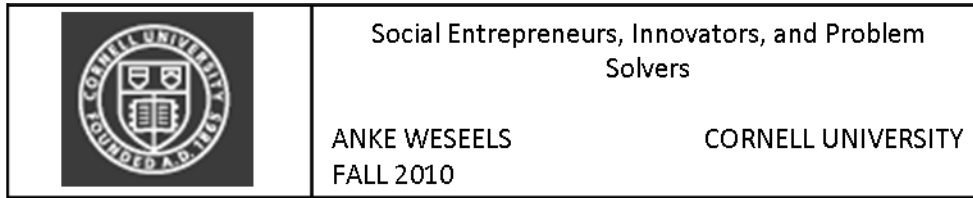
10. Write about the things that make you happiest. What gives you the greatest sense of fulfillment, personal satisfaction, and self-esteem? When are you so engaged and absorbed in an activity that time seems to stop? What are the times in your life when everything seems to flow, and you are in the peak state of joy? What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

11. What are your greatest talents and your signature strengths?

In order to get the most accurate assessment, please take the VIA signature strength test online, established by the Positive Psychology Center at the University of Pennsylvania. You can do an Internet search for this webpage, which will offer an academically valid survey that will identify the areas where you can most make a difference.

This is your chance to take an inventory of your best qualities. Some people may have trouble with this question because they have been taught to be modest and humble; they don't want to brag or to focus on what makes them special. Nonetheless, it is valuable to recognize the ways that you can contribute to the welfare of others; this will help determine the best direction for your life. How do you stand out from other people? What unique gifts do you have to offer the world?

Once you have determined your strengths, figure out specific ways that you can incorporate them more into your life. Researchers have discovered that people are much happier when they use their strengths on a daily basis in new and creative ways. People can even transform boring jobs into ones that they enjoy by using their strengths more. How can you use your strengths more often in your day-to-day life?



12. Engage in the “reflected best-self exercise” – This is getting 360-degree feedback about you at your best. In the traditional 360-degree feedback exercise, friends, family members, co-workers and other people tell you about your strengths and weaknesses. But here we are focusing on your optimal state:

Ask 10 to 20 people – friends, family members, significant others, co-workers, teachers, supervisors, and other people who know you well -- for stories of when they have seen you at your best. You can create a survey through Google docs in order to collect the data. See the separate document on setting up Portfolio Question 10.

After collecting all of this feedback, write down the recurring themes. What have people repeatedly found to be your gifts and talents and strengths? How does this exercise make you reflect on what you wish to do with your life, and what you have to offer the world?

13. What matters most in your life? What are the things that you value more than anything else in the world? Are you living consistently with these values? Are you spending most of your time on the things that really matter deeply to you? If not, how can you change your life to reflect what matters most?

Your Future: Creating an Extraordinary Life

14. What is your personal mission statement? This may seem like a tough question if you are still struggling to figure out what you are doing with your life. But it is a powerful exercise in discovering how you want to spend your limited time on the Earth. Use the exercise developed by Clint Sidle and distributed in class for this assignment.

15. Autobiography from 30 years in the future - Write your autobiography from the perspective of 30 years in the future. Imagine that this is the best of all possible worlds, where you have been able to live your ideal life. What have you accomplished? What transpired over your lifetime? This should be a fun, playful exercise where you talk about how you will combine your passions and dreams with your strengths and talents. Be as detailed as possible.

16. Where would you like to be three years from now? What would it look like? Develop one or two goals that inspire you. Work backwards and create sub-plans for every year, and every six months.

17. What are the immediate goals that you plan to achieve this semester? This is your statement of public commitment – your contract with yourself, your peers, and your professor. Remember to use the SMART system for setting goals:

- Specific**
- Measurable**
- Action-oriented**
- Realistic**
- Time-sensitive**

It is best to have goals that are challenging, and just beyond your current reach. You want to push yourself to achieve new levels of success! However, remember to frame these as a game rather than expectations.



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18. List everything that you wish to achieve and experience in your life. Write down as many goals as you can – at least 100 goals for your life. Dream big! Go wild! Don't compromise at all: write down all of your dreams and aspirations here, no matter how ambitious or idealistic. Identify your top 5 BHAGs!

19. Identify fears that hold you back from pursuing your BHAGs. When things fall apart, what do you do to "keep things together?"

20. A brief summary of what you have learned: In question 1, we asked you about giving back to your community. Researchers have shown that people who are most happy and satisfied with their lives are those who spend a great deal of their time giving to others and the world. Now that you have completed this portfolio and have hopefully come to some greater clarity on your goals and dreams for your life, what is your vision of how you would like to make a difference in the world? What can you do to get started on it today?

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Duke University

Fuqua School of Business

MGMT 491: Advanced Seminar in Social Entrepreneurship

Professor: J. Gregory Dees

Spring 2, 2010

Tues. & Fri. 10:30-12:45

Draft Date: Feb 25, 2010

Two Important Caveats

Prerequisite: As the name indicates, this is an “advanced” course, designed for students who already have a solid grounding in the basics of social entrepreneurship. Class discussions will presume this knowledge. This grounding can be demonstrated by successfully completing MGMT 426: Social Entrepreneurship, which is a prerequisite. Any student who has not taken the Social Entrepreneurship course at Fuqua must petition the professor to be admitted based on prior experience or alternative course work.

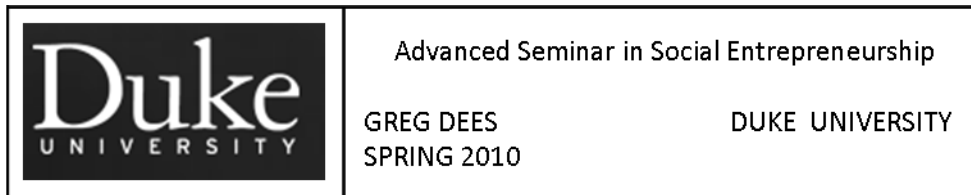
Seminar Style: By calling this course a “seminar,” I intend to signal the fact that it will be heavy on student participation and student discussion leadership. Let’s turn this class into a setting for new idea generation and development, through a collaborative effort. If this is to work, thorough preparation and engaged discussion are essential. If you are looking for a course with low expectations for preparation and participation, or one in which you can passively receive knowledge that will be useful to you later, do not take this course.

Overview

The objectives of this course are for us to work together to:

1. Deepen our understanding of social entrepreneurship as a tool (with strengths and limits) for achieving significant lasting social change;
2. Advance the field by exploring different theories, concepts, frameworks, and/or guidelines for effective social entrepreneurship; and,
3. Use the context of global poverty alleviation as the backdrop for our work.

The practice of social entrepreneurship is promising, even exciting, but we are still in an experimental period with much to learn. Consider the case of microfinance. Its dramatic growth, now reaching perhaps 100 million people worldwide, illustrates both the great potential and the challenges of social entrepreneurship. The pioneers, such as Muhammad Yunus who received the 2006 Nobel Peace Prize, have become powerful exemplars of social entrepreneurship. However, we still do not know which approaches to microfinance are most effective in alleviating poverty in a sustainable way. Is access to credit enough, or do we need “credit plus” other services? When and how can access to credit go wrong? Many in the microfinance movement want to demonstrate that it can be sufficiently profitable to attract mainstream capital, but others worry that focusing too much on profit will pull the field away from its original mission of poverty reduction. The absence Of many other very large-scale social entrepreneurship successes raises serious questions. We know enough to



We know enough to be excited about the potential, but too little to be confident about how to do this work well.

Deepening Our Understanding: This course provides an opportunity for a deeper exploration of the theory and practice of social entrepreneurship than is possible in a first course. Most of us who are interested in social entrepreneurship are drawn to it because of the belief that it can serve as a catalyst for significant, lasting, positive social change. However, it is important to recognize that social entrepreneurship is only one method of achieving social change. And the effectiveness of social entrepreneurship is affected by the institutional and social context in which it takes place. Together, we will explore the power and limits of social entrepreneurship as a tool for creating sustainable and scalable social impact. Until recently, it was not recognized or taken seriously, even though history is full of examples of private citizens establishing innovative organizations to serve social purposes. The world has commonly been framed as composed of two major institutions: governments that provide public goods, and markets that serve private interests. The growth of social entrepreneurship is challenging this simple dichotomy between public and private. It is raising the question of whether and how societies ought to mobilize private initiative, ingenuity, and investment for the public good, initiatives that go beyond charity to create lasting and widespread improvements in social and environmental conditions.

Advancing an Emerging Field: Though social entrepreneurship has gained in popularity and is now being taught in many universities, it is still a very young field intellectually. The theory is in very elementary stages of development and empirical research has been severely limited. The concept is inherently appealing to many, but we do not have the kinds of intellectual frameworks that would help social entrepreneurs, their funders, and policymakers make wise decisions about how to use it to the greatest benefit. This requires looking at limits and weaknesses of popular approaches to social entrepreneurship with the same intensity as we trumpet their strengths. Based on a more rigorous, critical approach, this course is designed to give students a chance to work with the instructor to explore and develop theories, concepts, frameworks, or guidelines regarding effective social entrepreneurship. Over time, it is my hope that new ideas or tools will emerge out of our discussions and your written course work.

Focusing on Global Poverty: One challenge in a basic survey course is that it is usually designed to have a diversity of examples addressing issues from environment and education to health care and poverty. This offers little opportunity to dig into the issues in any depth. In order to provide a concrete context for exploring the general issues of social entrepreneurship, this seminar will focus attention on the various problems associated with global poverty and the potential for social entrepreneurship to address these problems. Many of the most pressing social issues we will face in this century are closely intertwined with poverty. The course will also pay particular attention to the use of market-oriented approaches to poverty issues: microfinance, marketing to the base of the pyramid, fair trade, etc. These approaches are quite popular and drive some of the popularity of social entrepreneurship, but they also raise important questions and have generated tensions even within the fields. We will explore the strengths and weaknesses of these popular approaches.

Course Mechanics

Course Structure: The course has three modules:

Module I: Social Entrepreneurship as a Tool for Social Change - covers the role of social entrepreneurship and innovation in creating lasting, widespread social improvements.

Module II: The Nature of Poverty and Development – explores current theories about causes and



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possible solutions to persistent poverty

Module III: Social Entrepreneurship Strategies for Addressing Poverty – critically examines selected strategies for using social entrepreneurship to address poverty

Student Evaluation: Your grade in this course will be determined as follows:

- **30%** on regular class participation (rated in part by your classmates)
- **20%** on at least one formal class presentation (rated in part by your classmates)
- **50%** on an individual course project (graded by the instructor and teaching assistant)


All of these are based on individual performance. The course has no group projects. Please note that Fuqua School of Business's recommended grade distribution for elective courses is as follows: no more than 30% SP; roughly 45% HP; at least 25% P, LP and F.

Class Participation (30%): Everyone will be expected to attend class, to come prepared, and to participate actively in the discussion. Before class, you should have read the assigned readings, thought critically about the concepts they present and their application to the case or topic of the day, and be prepared to answer the assigned study questions (to be distributed weekly). The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses. Debates and disagreements can be powerful opportunities for learning. You are encouraged to challenge the views of your classmates and the instructor – provided that you do it constructively and with civility.

Of course, regular attendance is a must. You cannot participate if you are not there. All classes will start promptly. **You will be expected to be on time.** Late arrivals can delay the start of class, disrupt the conversation, and are disrespectful to guests, classmates, and me. If you expect to be late for some good reason, please alert me if possible and take a seat in the back of class. Without a compelling excuse, late arrivals will count against your class participation grade. We will have a break some time at or shortly after the halfway point in class. You will be expected to return promptly from all breaks.

Policy for Missed Classes: If for any reason you know you must miss a class, please email me in advance. You may earn partial participation credit for one absence by submitting, before the missed class, a 1-2 page response to the first three study questions. A second absence may result in a reduction of your final grade, with a third missed class guaranteeing a lower grade, unless you have a compelling justification, such as a serious illness, family tragedy, or court appearance. Interviews are not a compelling justification for a second or third absence. If you miss a class, you are responsible for obtaining information regarding any issues discussed that day and for making arrangements to get any handouts that were distributed.

In-Class Presentation (20%): Because this is a seminar, everyone will be expected to make an in-class presentation, generally to open the class. This process will start in the third class and presentation dates will be assigned by lottery. If you have personal knowledge of any of the organizations we are studying or special expertise on any of the topics, please let me know in the first class. The lottery may be adjusted so as not to give anyone an unfair advantage. In-class presentations will be verbal, but you will also submit a brief written outline (no more than two pages) of the key points you plan to cover in the presentation.

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Peer Evaluation: This course will use an element of peer evaluation for both regular class participation and the in-class presentation. This will be confidential and will rely on your honest assessment of the role other students have played in your learning. The mechanism for doing this will be discussed in class. The peer evaluation will be given equal weight with my evaluation.


Written Course Project (50% of grade): Each student in the seminar will produce an end product equivalent to a 15-page paper, working alone. The content of this end product will be negotiated with the professor. **A one-page proposal is due on Friday, April 2.** The options for this assignment include, but are not limited to the following:

- Comparative assessment of two or more case studies representing distinctive entrepreneurial approaches to the same social problem (e.g., clean water, better schools, alternative energy, etc.);
- Critical analysis of a specific type of social entrepreneurship intervention (e.g., fair trade, eco-tourism, micro-insurance, Millennium villages, etc.); or
- Development of a new conceptual framework related to the theory or practice of social entrepreneurship, (e.g., strategies of intervention, business model design, designing new markets, strategies for working with government, etc.).

Students may propose alternative projects, but will need permission of the instructor to pursue them. Final written projects are due at **5pm on May 3.**

Honor Code: In general, you are encouraged to discuss cases and course issues with classmates in preparing for class. However, your in-class presentation or written assignments should be your own work. You can use outside sources (including ideas from fellow students), provided that you fully acknowledge your sources in the text or footnotes. Normal rules against plagiarism will apply. Outside sources include articles, books, annual reports, websites, talks with knowledgeable individuals, recorded interviews, or any other mechanism that could provide information about the topic you are covering. Your grade will reflect the core ideas and arguments put forth in your final deliverable. These should be your own.

Contact Information for Professor Dees, his assistant Chasz Wells, and Elizabeth Runkle who will serve as the TA: gdees@duke.edu or jgregdees@yahoo.com; office phone 660-1937; office number Fuqua A105A; Assistant Chasz Wells: cjw25@duke.edu; phone 660-1087; Elizabeth Runkle elizabeth.runkle@fuqua.duke.edu.

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Course Outline

Module 1:

Social Entrepreneurship as a Tool for Social Change

March 23 - Class 1: Role of Social Entrepreneurs in Social Change

Readings:

Roger L. Martin and Sally Osberg, "Social Entrepreneurship: The Case for Definition," *Stanford Social Innovation Review*, Spring 2007, available at http://www.ssireview.org/images/articles/2007SP_feature_martinosberg.pdf

J. Gregory Dees, "Taking Social Entrepreneurship Seriously," *Society*, March-April 2007

James Phills, Jr., Kriss Deiglmeier, and Dale Miller, "Rediscovering Social Innovation" *Stanford Social Innovation Review*, Fall 2008, available at http://www.ssireview.org/articles/entry/rediscovering_social_innovation/

Study Questions:

1. Can you think of examples of social change that do not typically involve social innovations? Can you think of social innovations that do not involve social entrepreneurs? Who are the key players in these types of change? What does this say about the role of social entrepreneurs?
2. How should we think about "success" for social entrepreneurs? Does success require achieving a "new equilibrium"? If so, can you give examples beyond those offered by Martin and Osberg? If not, how else would you describe success?
3. What does it take to create lasting and widespread social change (a "new equilibrium")? What are the different pathways to this kind of sustainable social change?
4. If sustained social change is the goal, what implications (if any) does that have for the kinds of strategies adopted by social entrepreneurs?
5. Do social entrepreneurs have an important, distinctive role to play in societies? If so, what is it? How is it different from the roles played by other sorts of actors play, such as government agencies, corporations, large NGOs, activists, and local social service providers?

March 26 - Class 2: Distinctive Challenges of Innovation for Social Impact

Readings:

Clay Christensen, et. al., "Disruptive Innovation for Social Change," *Harvard Business Review*, December 2006

C. K. Prahalad, "The Innovation Sandbox," *Strategy + Business*, special issue, Autumn 2007

Henry Chesbrough, et. al., "Business Models for Technology in the Developing World: The Role of Non-Governmental Organizations," *California Management Review*, March 2006

Study Questions:

1. Clay Christensen means something very specific by "disruptive innovation." Come to class prepared to describe innovations in the social sector or in the business world that were not disruptive in Christensen's sense. How are they different from disruptive innovations? Should we emphasize disruptive in the social sector? Why or why not?

2. How, if at all, does Prahalad's "sandbox" approach to innovation differ from Christensen's "disruptive" innovation? Can you think of examples (including those mentioned in the articles) that fit one model but not the other? Do you find one more useful than the other?
3. How could these frameworks help social entrepreneurs craft innovative solutions to persistent social problems? Might they also create blind spots? Are they better suited to addressing some kinds of social problems rather than others? Suppose, for instance, that you wanted to reduce hunger (see http://www.wfp.org/aboutwfp/facts/index.asp?section=1&sub_section=5).
4. Why does Chesbrough think that NGOs have an important role to play in the introduction of new technologies in developing countries? Do the NGOs provide some form of subsidy to the value chain? Review the examples in the Prahalad and Christensen articles. Which ones involve some form of social subsidy in the value chain or in the venture? Which ones don't? What can we learn from the differences?
5. Puzzle to solve: Almost all new innovations have to be "subsidized" for a time until they achieve sufficient market penetration to become profitable. This is a special problem in developing countries when the customers are poor. Time to profitability may be long and profits may be relatively small, meaning that the subsidies could not be justified purely on the basis of the NPV of future profits, but could only be justified for social reasons. If you were going to set up a fund to subsidize the marketing of these technologies, how would you set it up to maximize the impact of your money?

March 30 - Class 3: Creating Sustained, Positive, Widespread Change

Readings:


Rosabeth Moss Kanter, "Even Bigger Change: A Framework for Getting Started at Changing the World," Harvard Business School note, 2005, #9-305-099

Paul Bloom and J. Gregory Dees, "Cultivate Your Ecosystem," *Stanford Social Innovation Review*, Winter 2007

Case: Jonathan Rauch, "This is Not Charity," *The Atlantic*, October 2007, pp. 64-76, available at <http://www.theatlantic.com/doc/200710/clinton-foundation>

Study Questions:

1. Whether it is called a "new equilibrium," "ecosystem change," or "even bigger change," many see some kind of lasting, systemic change as the ultimate goal for social entrepreneurs. Why is this kind of change considered to be so important? Can you think of examples of positive change that are not systemic? Come prepared to share one example of successful systemic change in which social entrepreneurs played a key role (beyond the cases mentioned in the readings) and one example of positive, but not systemic change in the same arena. Should we limit social entrepreneurship to systemic change?
2. Considering the examples in the readings and the ones you have identified, would it be helpful to distinguish different types of systemic change that might require different resources, skills, and strategies? What do you see as potentially useful categories?
3. Could different types of systemic change be used to achieve the same intended social impact? If so, how could social entrepreneurs identify the most promising options, given their specific objectives and circumstances? Can you think of other strategies, for instance, that Self-Help could use to reduce or eliminate the damage from predatory lending practices?

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4. Has the Clinton Foundation achieved systemic change in HIV/AIDS treatment in developing countries? What are the key assumptions behind the Foundation's strategies and theory of change? How could this effort fail to achieve the intended improvement in health outcomes? Who are the other ecosystem players or conditions required to make this approach effective? Which players or conditions could undermine the process? How?

Module 2: The Nature of Poverty and Development

April 2 - Class 4: Dynamics of Poverty and Aid in a Global Perspective

Video to view online before class: Hans Rosling at TED 2006: <http://www.ted.com/index.php/talks/view/id/92>. This takes about 20 minutes. If you find this useful, you can see a number of other Rosling presentations and videos at <http://www.gapminder.org/>.

Readings:

Paul Collier, selection from *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, Oxford, 2007: pp. 3-13

Lael Brainard and Vinca LaFleur, "Making Poverty History? How Activists, Philanthropists, and the Public Are Changing Global Development." Chapter 1 in Lael Brainard and Derek Chollet eds., *Global Development 2.0: Can Philanthropists, the Public, and the Poor Make Poverty History*, Brookings, 2008, pp. 9-41.

Next Year Use: Lael Brainard and Vinca LaFleur, *Making Poverty History? How Activists, Philanthropists, and the Public Are Changing Global Development*, a report on the 2007 Brookings Blum Roundtable: http://www.brookings.edu/reports/2008/~media/Files/rc/reports/2008/02_global_development_brainard/02_global_development_brainard.pdf, published February 2008

Case: "Aid, Debt Relief, and Trade: An Agenda for Fighting World Poverty, (A)" Harvard Business School Case, #707029

Study Questions:

1. The problem of poverty can be viewed from many levels. In this session (at least for part of it), we will take the global view, looking at the problem from the perspective of the G8 (as it was called). If you were representing the US in G8 talks about poverty, what would you see as the most important things the G8 countries could do to alleviate world poverty? What would you propose? What do you see as the obstacles to progress?
2. If you had the benefit of Collier's analysis, how might that influence your thinking? If you had the benefit of Brainard & LaFleur's essay, how might you have used that information?
3. Why do you suppose that social entrepreneurship rarely is proposed as a significant part of the solution at this high policy levels? Why is there a tendency to focus on big, often top-down programs? What would it take to convince senior policy makers at this level to incorporate social entrepreneurship into their proposals? What would such proposals look like?

4. What are the implications of this global policy perspective for social entrepreneurs and for those who would like to see social entrepreneurship spread as part of the solution to social problems such as poverty? How could social entrepreneurs be strategic with regard to global aid policies? Could they influence those policies?
5. Thought provoker: Collier identifies factors that keep certain countries in poverty. Should social entrepreneurs concentrate their efforts on these lagging countries because this is where the need is greatest? Or, should they avoid these countries, focusing instead on those with more favorable “ecosystems” and greater chances of success?

April 6 - Class 5: Rethinking Development and “Aid” Strategies

Readings:

Amartya Sen, selections from *Development as Freedom*, Anchor Books, 1999: pp. 3-11

Gustav Ranis & Frances Stewart, “The Priority of Human Development,” working paper, available at www.econ.yale.edu/~granis/papers/priority-of-human-develop-2005.pdf

William Easterly, selection from *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Penguin Press, 2006, pp. 3-22

David Ellerman, “Rethinking Development Assistance: An Approach Based on Autonomy-Respecting Assistance,” working paper, available at <http://www.ellerman.org/Davids-Stuff/Dev-Theory/Unhelp-tufts.pdf>

Case: Review the Global Fund for Children website, <http://www.globalfundforchildren.org/>. Pay particular attention to GFC’s model in both its grant making and media ventures.

Study Questions:

1. How, if at all, is Sen’s conception development (in terms of freedom and capabilities) helpful to social entrepreneurs or their funders? Does it matter whether they focus on “human development” or “economic growth”? When might these conceptions take you in different directions? Why do Ranis and Stewart give priority to human development? What are the distinctive challenges of the human development approach?
2. What is Easterly’s argument for favoring “Searchers” over “Planners”? To what extent is all “searching” local? Can large global organizations be searchers? What implications do Easterly’s arguments have for social entrepreneurship and scaling strategies?
3. Ellerman raises an issue that cuts right to the heart of efforts to “help” others, namely how it is possible to “help people help themselves.” How does it relate to Easterly’s focus on “searchers”? What kinds of socially entrepreneurial interventions meet his criteria for “autonomy respecting” help? Think of cases from this class or Cathy’s class. How would you make his ideas operational? Can you think of examples of social entrepreneurship that might violate the spirit of his approach? Could this ever be justified?
4. The Global Fund for Children strongly supports grassroots initiatives in developing countries. Please review their website, with particular attention the overall model and the approach to grant making (see <http://www.globalfundforchildren.org/ourwork/grantmakingprogram.html>). How does this model fit with Easterly, Ellerman, and Sen? What do you see as its potential weaknesses?



April 9 - Class 6: Developing a Country-Level Strategy

Readings:

Stephen C. Smith, selection from *Ending Global Poverty: A Guide to What Works*, pp. 11-29

Anirudh Krishna, et. al., "Escaping Poverty and Becoming Poor in 20 Kenyan Villages," *Journal of Human Development*, July 2004, available at http://siteresources.worldbank.org/INTPGI/Resources/Pro-Poor-Growth/krishna_Kenya_poverty.pdf

The United Nations' *Millennium Development Goals*, see a one-page summary at <http://www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/MDG%20Overview%20FINAL.pdf>, and much more information at <http://www.un.org/millenniumgoals/>.

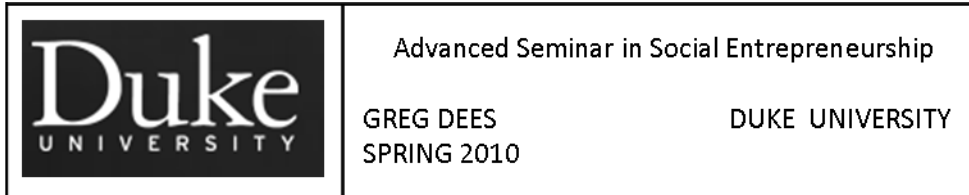
Case: "Rwanda: National Economic Transformation," Harvard Business School, Case #706491

Study Questions:

1. After reviewing Smith's sixteen poverty traps, can you think of others that should be added to this list or any that should be dropped off? Given all these traps, what is a social entrepreneur to do? Is it enough to address single traps? Won't the other traps assure that people stay in poverty? Is it sensible to attempt to address them all? What do you see as the challenges of a multi-pronged approach? How could these help the Rwandan government?
2. Krishna identifies a shorter list of leading factors that help people move out of poverty or that drive them into poverty. Does this mean the other "traps" can or should be ignored? As a social entrepreneur, how would you use Krishna's finding? What do they tell you about priorities and about strategies that the government might propose in its "poverty reduction strategy paper" PRSP?
3. Is there a role for social entrepreneurs in Rwanda's transformation? If so, what is it and how should they relate to the government? To what extent should the government control or coordinate the activity of social entrepreneurs? Should outside social entrepreneurs be invited in? Should they just be home grown? How should they be funded?
4. In markets, the "invisible hand" achieves remarkable coordination of independent players. What mechanisms could serve this coordinating role in the field of development (or other parts of the social sector)? What do you think of Rwanda's (PRSP), for instance, as a coordinating mechanism? How else could the Rwandan government (or aid groups working in Rwanda) work to balance the benefits and costs of multiple efforts to tackle core problems?
5. Could the Millennium Development Goals (MDGs) be useful to the Rwandan government in mobilizing external resources and focusing efforts? Beyond Rwanda, what do you see as the value of the MDGs? To whom are they valuable and in what ways? Do you see any risks in promoting these broad objectives?

Module 3: Social Entrepreneurship Strategies for Addressing Poverty

April 13 - Class 7: Getting the Greatest Impact from Microfinance



Readings:

Connie Bruck, "Millions for Millions," *New Yorker*, October 30, 2006, available at http://www.newyorker.com/archive/2006/10/30/061030fa_fact1

Srikant M. Datar, Marc J. Epstein, & Kristi Yuthas, "In Microfinance, Clients Must Come First," *Stanford Social Innovation Review*, Winter 2008, available at http://www.ssireview.org/images/articles/2008WI_feature_datar_epstein_yuthas.pdf

Case: CGAP Reflections on the Compartamos Public Offering: A Case Study on Microfinance Interest Rates and Profits, Focus Note, no. 42, June 2007, available at <http://www.cgap.org/gm/document-1.9.2440/FN42.pdf>

Study Questions:

1. What do you think accounts for the popularity and spread of microfinance?
2. Has Compartamos gone too far toward profit maximization? If so, specifically what do you see as problematic with the Compartamos approach? Where should the leaders of this organization have drawn the line? If you believe they have not gone too far, would you urge other microfinance organizations to follow this path toward full commercial viability? Do you see any role for microfinance institutions that are permanently structured as nonprofits, social (versus profit-seeking) business ventures, or for hybrid organizations mixing nonprofit and for-profit structures?
3. What has been the role of philanthropic capital in developing the field of microfinance? Could it have developed without philanthropic capital? Do you agree with those who believe that philanthropy "distorts the market" now that microfinance is becoming more commercial? What role do you see for philanthropy in this market going forward?
4. Could a strong profit-orientation get in the way of adopting the "client-centered" approach recommended by Datar, Epstein, and Yuthas? How could Compartamos (or any other profit-oriented microfinance institution) combine the benefits of a profit-oriented approach with a client-centered strategy?
5. What risks (if any) do you see in the growth of microfinance? How should these be managed?

April 16 - Class 8: Promoting Economic Development Beyond Microfinance

Readings:

U.N. Commission on the Private Sector and Development, *Unleashing Entrepreneurship: Making Business Work for the Poor*, March 2004, Chapter 2: Constraints on the Private Sector in Developing Countries, available at <http://www.undp.org/cpsd/documents/report/english/chapter2.pdf>

Aneel Karnani, "Microfinance Misses the Mark," *Stanford Social Innovation Review*, Summer 2007, available at http://www.ssireview.org/images/articles/2007SU_feature_karnani.pdf

William Baumol, Robert Litan, & Carl Schramm, selection from *Good Capitalism, Bad Capitalism, and the Economics of Growth and Prosperity*, pp. 175-184 (Yale University Press, 2007)

Case: "Endeavor: Creating a Global Movement for High Impact Entrepreneurship," Harvard Business School, Case #810049

Study Questions:

1. Does all entrepreneurship in a developing country benefit the poor? If not, what are the characteristics that make some forms of entrepreneurship better for the poor than others?
2. What roles can social entrepreneurs play in stimulating business activity that is particularly beneficial for the poor and in creating an ecosystem that increases the chances of success for poverty-relieving forms of entrepreneurship?
3. If you were running a foundation dedicated to eliminating poverty through promoting entrepreneurship, how would you decide on your priorities? Consider the full spectrum of options from microenterprise to small/medium-sized enterprise (SME) to high growth ventures? Should investment be shifted away from microfinance? Would your strategy be different in different locations? How so?
4. Endeavor focuses its sights even higher than typical SMEs by targeting “high-impact entrepreneurs.” Should Endeavor consider potential social impact in its selection of “high impact” entrepreneurs, as Bannick suggests with Dr. Akrouk? What kinds of social impacts might be relevant to Endeavor’s mission to promote “economic development” through high-impact entrepreneurship?
5. Do you buy Linda Rottenberg’s argument that “our work of helping create a middle class in emerging markets has a major indirect impact on alleviating poverty”? How does that indirect impact come about? What is the best strategy for assuring that this indirect impact is achieved? Should it be included in how Endeavor assesses its success? Or is it sufficient for Endeavor to look at GDP growth?

April 20 - Class 9: Engaging the Poor as Consumers and as Producers

Readings:

C. K. Prahalad and Stuart Hart, “The Fortune at the Base of the Pyramid,” *Business + Strategy*, Issue 26, First Quarter 2002, available www.cs.berkeley.edu/~brewer/ict4b/Fortune-BoP.pdf

Aneel Karnani, “Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty,” *California Management Review*, August 2007, available at <http://www.un.org/esa/coordination/Mirage.BOP.CMR.pdf>

C. K. Prahalad’s response to an earlier working paper by Karnani, available at <http://www.nextbillion.net/archive/files/Prahalad%20-%20Response%20to%20Mirage%20at%20the%20BOP.pdf>

Case: “Honey Care Africa: A Tripartite Model for Sustainable Beekeeping,” Richard Ivey School of Business, Case #907M60

Study Questions:

1. Prahalad, Hart, and others have been promoting the “fortune at the bottom of the pyramid.” Karnani has suggested that this “fortune” is a “mirage” and that the effort is misguided if we really want to help the poor. Which of Karnani’s arguments do you find most compelling or troubling? As you think about this consider Prahalad’s responses to Karnani’s earlier working paper. Where do you think Karnani is unfair or off base? Where is he on to something important?
2. What implications does this Karnani-Prahalad debate have for social entrepreneurs considering market-based strategies to benefit low-income communities? What do you see as the greatest challenges and opportunities for market-based approaches to poverty?



3. In keeping with Karnani's suggestion, Honey Care treats the poor as producers. What do you think of this model for increasing incomes among the Kenyan poor through beekeeping?
4. Honey Care has dominant market share in Kenya, and it is unclear how much larger that share could become or how fast that market could grow. To expand significantly, Honey Care will probably need to enter new markets. Which options appear to be the most attractive financially and socially? For instance, should Honey Care give priority to fair trade export markets, expand sales into other East African markets, or pursue "base of the pyramid" markets in Kenya?
5. What are the strengths and weaknesses of Honey Care's "tripartite" partnership-based business model? Should this model be scaled? Is it scalable in its current form? If not, what changes would make it more scalable? Should Honey Care model itself more on SEKEM or KTDA?

April 23 - Class 10: Exploring New Models for Education in Developing Countries

Readings:

United Nations Development Program, Human Development Report 2003, Chapter 5, available at http://www.hdr.undp.org/en/media/hdr03_chapter_5.pdf

Aga Khan Foundation Team, "Non-State Providers and Public-Private-Community Partnerships in Education," 2007 available online at unesdoc.unesco.org/images/0015/001555/155538e.pdf (Note: This is a long document, but half of it is Annex material that you can skim. If the link does not work, please cut and paste the address into your browser.)

James Tooley, "Educating Amaretech: Private Schools for the Poor and the New Frontier for Investors," *Economic Affairs*, June 2007, available at <http://www3.interscience.wiley.com/cgi-bin/fulltext/118494666/PDFSTART> (This link can be finicky. Please try at least twice before giving up or contacting the TA.)

Time permitting we can discuss this. In any case, you may find it interesting. Video to view online before class: (23 minutes) Nicholas Negroponte on One Laptop Per Child at TEDx Brussels in November 2009 at <http://www.youtube.com/watch?v=Q81TmwXe3ZM>

Study Questions:

1. Outside of schools run by religious orders, private providers tend to play a relatively small role in the provision of K-12 education, especially in developed countries. Why is that? What are the benefits of government provision, control, and funding? Why don't we just leave education provision to the market, religious organizations, or the social sector?
2. Developing country governments are strapped for cash. As a result, they struggle to provide adequate education for their children. Rural areas may be neglected, and public schools are often criticized for the quality of education they provide. Because the economic payoff of government-funded education is often long-term, it can act as a national-level poverty trap with persistent under-investment. According to Tooley's research and the Khan Foundation report, increasing numbers of students in developing countries, including the poor, are being educated in non-state schools. Is this a troubling trend? Or is it encouraging? What are the risks or potential costs of increasing private education provision? How can the risks and potential costs be mitigated? Do public-private partnerships more mitigate these risks? Is private provision a sustainable solution, a path to a new equilibrium?



3. James Tooley's research led Orient Global to offer him a \$100 million fund for investment in private education for the poor (see <http://www.livemint.com/2007/05/17002504/Education-fund-eyes-pvt-school.html>). If you had \$100 million to invest in education in developing countries, what would you want to do with it? Tooley outlines some investment options in his paper. Do you find any of these compelling? Can you think of more appealing alternative uses beyond these to promote education for the poor?
4. **Thought Experiment:** Business model innovations that replace or better leverage government funding might make a huge difference. Time permitting, let's brainstorm alternative business model options for education in developing countries that ease the burden on government funding, keeping in mind, but going beyond examples from the readings. Tooley envisions, for instance, fee based schools that the poor can afford. What other kinds of models can you envision. Feel free to draw on other education examples you may know and business models from other sectors.
5. **Time permitting:** What is your take on interventions such as One Laptop Per Child (OLPC)? As a funder interested in promoting education as a mechanism to reduce poverty, what would you want to know before investing in OLPC? How should the OLPC experiment so far be evaluated? What do you see as the challenges for OLPC going forward?

April 27 - Class 11: Opportunities and Challenges for Market-based Health Care

Readings:

John Paul, "Private Sector Strategies for Providing Healthcare at the Base of the Pyramid," *A Development Through Enterprise Report*, World Resources Institute, November 2005, available at:
http://www.visionspring.org/downloads/docs/Private_Sector_Strategies.pdf

Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, pp. 152-164

Reuben Kyama and Donald McNeil, Jr., "Distribution of Nets Splits Malaria Fighters," *New York Times*, October 9, 2007, available at:
<http://www.nytimes.com/2007/10/09/health/09nets.html?ex=1349582400&en=11fdcc444e409a4e&ei=5088&partner=rssnyt&emc=rss>

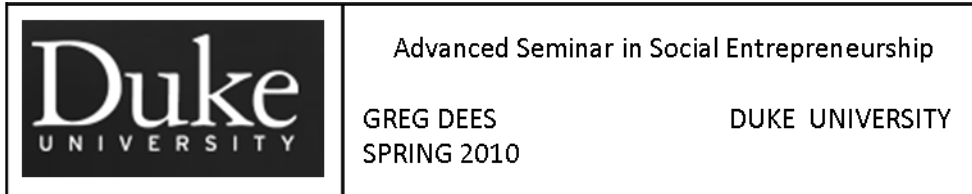
Jennifer Vilaga, "Net Profit," *Fast Company*, March 2005, available at:
<http://www.fastcompany.com/magazine/92/social-capital.html>

Case: Boston Consulting Group, "Building a Public-Private Partnership to Transfer the Technology of a Life-Saving Malaria Prevention Tool in Africa," *Global Health Initiative*, *World Economic Forum*, 2006, available at
http://www.weforum.org/pdf/Initiatives/GHI_Olyset.pdf

Skim for reference: C.A. Maxwell, et. al., "Comparison of coverage with insecticide-treated nets in a Tanzanian town and villages where nets and insecticide are either marketed or provided for free," *Malaria Journal*, May 2006, available at <http://www.malariajournal.com/content/5/1/44>


Study Questions:

1. What lessons could you draw from the sector-blurring business models that John Paul presents for providing health-related products and services to the poor? If you were considering launching a health venture to serve the poor, what more would you want to know about these examples?



2. Moral issues are part of the territory of the social sector. If you believe (as Farmer seems to believe) that the poor have a “right” to quality health care (or to credit, clean water, education, etc.), how would that affect the design of your social ventures in these areas? What does it mean to have a “right” to certain goods and services? Is it appropriate to charge for things to which people have a “right”? Would you come to different conclusions about credit than health care, for instance? If so, what makes the difference? Is a social justice perspective antithetical to market-based solutions?
3. What is the business model behind the Olyset® Consortium and its operations at the time of the case? What accounts for its success to date? Where and how has this hybrid value chain been subsidized and by whom? Are the subsidies likely to be sustainable? Do they need to be sustained? What conditions have to be in place to replicate this kind of partnership?
4. According to one theory, *selling* treated bednets is better than giving them away because it creates a stronger incentive for people to use them correctly and to re-treat them when necessary. However, the Maxwell et. al. study challenges this theory, especially when applied to the rural poor and with a product that has much greater social value with high levels of adoption in a given community. What implications does the Maxwell finding have for A to Z and its sales strategies going forward? Does this finding limit the options for turning “Olyset® from an aid driven freebie into an ongoing commercial product” (as Jennifer Vilaga puts it in the *Fast Company* article)? How could A to Z create a profitable business model that also achieves maximum public health benefits?
5. Could these findings be generalized to other critical goods and services for the poor, the kinds of things Acumen funds? What kinds of critical goods should be paid for, at least in part, by the end users, even the poor? What are the benefits of charging the poor for these goods? How do you decide who should pay and what price they should pay?

April 30 - Class 12: Concluding Observations

	Innovative Social Enterprises: Nurturing Social & Civic Good	
	NANCY WILSON FALL 2010	TUFTS UNIVERSITY

Innovative Social Enterprises: Nurturing Social and Civic Good Fall 2010

AMER 141, ELS 141
 T, 1:20 – 4:20 P.M.
 Room: Rabb Room, Lincoln Filene Hall

Professor: Nancy Wilson, Director & Associate Dean, Jonathan M. Tisch College of Citizenship & Public Service

Nancy.wilson@tufts.edu

X7-4179

Office Hours: by appointment

Course Description


The world today needs well-trained social entrepreneurs – people who can bring innovative yet practical solutions to solve social problems. Imagine if we could reduce homelessness, address environmental degradation, develop more effective schools, revitalize the economies of our urban centers and reduce isolation in rural areas. Imagine if we could involve teens and senior citizens in solving public problems and increase trust in and participation in democratic institutions. Social entrepreneurship holds that promise. Entrepreneurs are opportunity oriented, resourceful, value-creating change agents. Social entrepreneurs are all of the above with one addition: they bring creativity combined with solid business skills to address public problems.

In recent years, there has been tremendous growth in social enterprise. Both in the United States and around the world there is a context that has allowed new and innovative social enterprises, both for profit and nonprofit to proliferate. The challenge for social entrepreneurs is to create and manage these new organizations to accomplish specific, measurable and meaningful objectives.

In this course you will learn how to be a social entrepreneur: assessing social opportunities, identifying new and effective ways of meeting those opportunities, building an effective team and developing a business plan to pull all of those pieces together and attract the support your mission needs and deserves.

Course Objectives:

1. To become familiar with a wide range of social enterprises.
2. To explore the role of social entrepreneurship in improving society.
3. To acquire skill in writing a business plan to produce enduring social impact.
4. To improve team work and communications skills.

	Innovative Social Enterprises: Nurturing Social & Civic Good	
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Texts:

Business Planning for Enduring Social Impact. By Andrew Wolk and Kelley Kreitz. Root Cause, Cambridge, 2008. (ISBN 978-0-615-18284-1)

The Power of Unreasonable People. By John Elkington and Pamela Hartigan. Harvard Business Press, Boston, 2008. (ISBN-13: 978-1-4221-0406-4)

Case Studies:

- Go Red for Women: Raising Heart Health Awareness
- Honey Care Africa: A Tripartite Model for Sustainable Beekeeping
- Jumpstart
- Marketing Planning at JustUs! Cafés
- New Profit, Inc.
- Teach for America
- Timberland: Commerce and Justice
- Wal-Mart's Sustainability Strategy

Also in Case Book:

Leading Change: Leadership, Organization & Social Movements, Marshall Ganz (w/ Go Red or Just Us!)

Minimum Wage and Anti-Sweat shops – (w/ Just Us!)

On Blackboard:

“The Meaning of “Social Entrepreneurship”, Dees, J. Gregory, May 2001

Corporate Social Responsibility Survey, The Economist, Jan 2005

Corporate Social Responsibility Survey, The Economist, Jan 2008

Microfinance Survey, The Economist, Nov 2005

SSIR CSR Nike interview, Fall 2007

SSIR CSR Responsibility Paradox Winter 2008

SSIR Cultivating the Green Consumer Fall 2008

SSIR Freeing the Social Entrepreneur Fall 2010

SSIR Greening of Wal-Mart Spring 2008

SSIR Measuring Social Value Summer 2010


SSIR Rediscovering Social Innovation Fall 2008

SSIR Research Rules Winter 2005

SSIR, Social Entrepreneurship: The Case for Definition, Spring 2007

SSIR Zeroing in on Impact Fall 2004

Strategies for Scale: Two Educational Innovations, KSG Occasional Paper 6-00

	Innovative Social Enterprises: Nurturing Social & Civic Good	
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“The Impact of NGO Network Conflict on the CSR Strategies of MNCs,” Schepers, Donald J., **Business & Society**, Volume 45 Number 3, September 2006 282-299

“Business Planning for Nonprofits: What it is and Why it Matters,” Kelly Campbell & Betsy Haley, 2006

“Guidelines for a Comprehensive NGO Strategic Plan,” Nancy Wilson, 2003

Theory of Change - Introduction

Theory of Change – Superwomen Example

Theory of Change – Facilitator’s Guide

AmericaForward: Invent, Invest, Involve (founding document)

And others that arise.

Web resources:

<http://www.bcorporation.net/> - a website about the new B Corporation

www.guidestar.org – rating website for non-profit organizations, includes IRS financial statements (990’s)

www.bridgespan.org – consulting firm to nonprofits, research, articles, sample nonprofits business plans.

<http://socio.org> – social marketing blog site

www.social-marketing.org – social marketing

www.allianceonline.org – many topics for non-profits

www.interaction.org – good content information on issues

www.independentsector.org – good policy information about non-profits

www.mango.org.uk – financial management and planning models

<http://activecitizen.tufts.edu/> – Community Resource Guide (Tisch College website)

www.ssireview.org/ - many topics, mostly at a general level

www.tbf.org – local non-profit scene

www.massnonprofit.org – info website for Massachusetts non-profits

www.fastcompany.com/blog/chris-jarvis/innovative-thinking-corporate-volunteering/51-great-sites-corporate-social-respons - a list of great websites and blogs on CSR

www.socialcapitalmarkets.net – hosts of SoCap09 – a conference on Social Capital, Sept. 1, 2, 3, 2009; learn about Social Innovation Fund

Assignments:


- **Homework Assignments:**

- **Due for Class #2:** Research a specific social enterprise and share your findings with the class. Details under Class #1.
- **Case Presentation:** Each class member will be asked to “open” at least one case. Case assignments will be posted in the class as you arrive in class. Opening the case involves preparing answers to the case questions, and being prepared to add further to the discussion. All class members are expected to contribute to each case discussion.
- **Due for Class #6:** Business Plan development work plan. Sample in text book, Appendix C.
- Attend Entrepreneurship Conference - date TBA

- **Writing the business plan, with two parts:** The major assignment of the course is to develop a social innovation plan. You will work with two or three classmates to: analyze a social problem/opportunity, gather evidence of the need for innovation, justify your proposed innovation, maximize your team’s knowledge and skills, and develop a comprehensive business plan. The assignment will be submitted in two stages.
 - **Part 1: Defining your intended social impact:** following the outline in your text book, you will research, develop and present to class your Social Impact Model Your model will be assessed based on
 - the scale of anticipated impact,
 - the depth of research and analysis about the problem you are addressing, including a landscape analysis
 - the innovation in your approach to solving the identified problem,
 - the completeness of your model, and
 - the clear participation of all team members
 - **Part 2: The Business Plan:** The final product is a written business plan, which will be presented in a Road Show presentation (using PowerPoint or other visual support material) and handed in as a written product. To get an A on this assignment, you must:
 - Present a well researched, consistent and concise business plan. This will include all elements of a plan: Executive Summary, Need & Opportunity Analysis, Social Impact Model, Implementation Strategy (including timeline, goals, governance and team, financial projections, marketing, technology, public policy, performance indicators and risk mitigation), Phase 1 Action Plan and Appendices.
 - Incorporate feedback from the SIM presentation
 - Survey at least 50 potential stakeholders to develop your marketing plans.
 - Present your plan clearly and concisely to your classmates.
 - Engage all members of your team in the plan development and presentation.

- **Guest Speakers:** We will have several guest speakers throughout the semester. You are expected to do some research about the individuals and their organizations prior to their visit.

- **Team member effectiveness assessment:** For each of the three team assignments team members will assess each member’s contributions to the team. Your contribution to your team’s work will have a +/- impact on your team project grades. (E.g., if all team members contribute evenly, there is no impact on the grade. If one person carries too little of the load, they may receive a decrease in a grade from a B+ to B, or more.)

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Assessment:

Homework #1 and General Class participation – 15%
 Case discussion – 15%
 Work plan – 5%
 Social Impact Model – 20%
 Road Show presentation – 15%
 Written business plan – 30%

Class Schedule:

Class # 1
T. Sept. 7

Introduction to Social Entrepreneurship

Overview of the course and assignments
 Introductions
 What is Enterprise?
 What is Social Enterprise?
 Vocabulary Self Quiz

Homework Assignment for Class #2;

- Create a poster (visible from your seat) with the following information, and be prepared to present it to the class.
 1. Name of company/organization
 2. What social change is it trying to achieve?
 3. What is their approach to making change?
 4. What is the business model?
 5. How many people were “directly” affected by its work last year?
 6. What was its annual revenue in 2009 (2008) and what sources did it come from?
 7. How many employees does it have?
 8. Is this company/organization a success?

Target enterprise to be selected in Class #1.


Class # 2
T. Sept. 14

Social Entrepreneurship/Social Impact

Homework presentations
 Which ones have more impact and/or are better approaches?
 Social Entrepreneur – are they born or made?
 Introduction to Social Impact Model

Readings:

Business Planning, pp. 1 – 26
 Unreasonable People, pp. 1 – 25
 Dees, “The Meaning of Social Entrepreneurship”, Blackboard
 SSIR Social Entrepreneurship: The Case for Definition, Spring 2007, Blackboard
 SSIR Rediscovering Social Innovation Fall 2008, Blackboard

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Class #3
T. Sept. 21

Business Models

CASE: Honey Care Africa: A Tripartite Model for Sustainable Beekeeping

Questions:

- Is this a Social Enterprise?
- Why was it so important that these rural farmers buy their hives and do so individually?
- Why did the NGO's have a different approach?
- What are the key elements of the Honey Care Africa business model? Map the flow of honey, money and knowledge. How could this be improved?
- What are the core sources of competitive advantage? How do they link together?
- Which partnerships could be reconfigured to increase Honey Care's financial viability?
- What changes could enhance the scalability and replicability of the business model?

Discussion of business models

Reading:

Case Study: Honey Care Africa

Unreasonable People, pp. 29 – 54, 55-82

Class #4
T. Sept 28

The Business Plan

Guest speaker: a Tufts alumnus with Teach for America experience

CASE: Teach for America

Case questions:

- Is this a Social Enterprise?
- Is this the solution to weak schools?
- How can TFA accelerate its impact?
- What is the target impact?
- How ambitious should they be?
- How should they achieve their ambition?
- When Linda Pauling Hammond criticized TFA (p. 11), what would you advise Wendy Kopp to do?
- Review business planning

Reading:

Case Study: Teach for America

Business Planning, pp 27 – 50, 57 - 59

Unreasonable People, pp. 85 – 116

Teach for America website

Strategies for Scale: Two Educational Innovations, KSG Occasional Paper

Class #5
T. Oct. 5

Forming teams; Intro to Financial Statements

Come to class with an idea of which/what problem or issue you want to address. Identify interests, opportunities and strengths, and undertake a process to form teams of three or four people for your final projects. Begin planning for success. Work plan due in Class #6. Review the Work plan and what's expected. Team Roles.

Reading:

Business Planning, 51 - 55
Unreasonable People, pp. 117 – 133

Homework: For Oct. 12, turn in your team's business planning work plan (use Business Planning, Appendix C as your model, using weeks instead of months)
Business Planning, Appendix C

NOTE: Once you have formed your team, schedule a group meeting with Prof. Wilson for the week of Oct. 18 or 25.

Class #6
T. Oct. 12

Marketing and Fair Trade


CASE: Marketing Planning at Just Us! Cafés

Case Questions:

- Considering the current and potential competition, can Just Us! Target new buyers? Whom? How?
- If Just Us! Wants to enhance the cafés' performance, how can it improve the customer experience so that the cafés become customers' first choice of "place outside the home to enjoy a coffee"? How can it expand the loyal customer base?
- Is the current product offering adequate? Should Just Us! consider extending the product line of its cafés? In doing so, can it use non-fair-trade ingredients for special editions of beverages (like cinnamon or pumpkins for holiday specials)?
- The current marketing program is clearly outdated. How can Just Us! Improve it so that the cafés can benefit from it? Should Just Us! integrate new media to promote its brand?
- How can Just Us! use the Grand Pré location to attract visitors to its museum as well (and the other way around)?
- Intro to marketing, value propositions and market research; features vs. benefits.

Reading:

"The Impact of NGO Network Conflict on the CSR Strategies of MNCs,"
(Blackboard)
Unreasonable People, pp. 137 – 156
SSIR Research Rules Winter 2005 (Blackboard)

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Class #7
T. Oct. 19

Performance Measurement; Growth

CASE: Jumpstart

Guest Speaker: Tufts alumnus working in Evaluation at Jumpstart

Case Questions:

- Is this a social enterprise?
- What measures are most important?
- Are the School Success Outcomes/measures objective or subjective (Exhibits 5 & 6)
- Is this investment in measurement "worth it?" How do you know?
- How would you describe Jumpstart's business model?
- What are the principal challenges in their growth strategy?
- Who is funding Jumpstart's growth?
- What do you see as the strengths and concerns of Jumpstart's Growth with Quality Plan?
- What is Jumpstart trying to accomplish with the Management element of its Site Management and Monitoring tool, and how well are they succeeding?
- What is Jumpstart's objective with the Quality indicators, and what do you see as the challenges in its design and usage?
- Does MBI effectively accomplish Fusco's objective?
- As a manager of Jumpstart, what would be your concerns about using and sustaining the Performance Measurement and Management system?

Reading:

Case Study: Jumpstart

Theory of Change – 3 articles (blackboard)

http://www.peecworks.org/PEEC/PEEC_Inst/ – Planning and Evaluation Resource Center

Unreasonable People, pp. 179 - 196

Class #8
T. Oct. 26

Philanthropy and the support of the non-profit sector

CASE: New Profit

Guest Speaker: Tufts alumnus working at New Profit.

Case questions:

- Is this a social enterprise?
- What roles should investors play?
- Would you prefer a regular foundation or NPI as your funder?
- Why would an organization with other funding options apply to NPI?
- Where is the innovation in NPI?
- What is the logic of the Balanced Score Card and how does it compare to the Social Impact Model?
- Is NPI sustainable?

Reading:

Case Study: New Profit Inc.

High-Engagement Philanthropy: A Bridge to a More Effective Social Sector, Morino, Mario and Bill Shore. (Blackboard)
New Profit website
Unreasonable People, pp. 157 - 178

Class #9
T. Nov. 2

Social Impact Model

As a team, present your social impact model. Use visual presentation materials and hand in a written version of your model, with support documentation.

T. Nov. 9

A Tufts Thursday – no class

Class #10
T. Nov. 16

Social Impact in the for profit sector, Corporate Social Responsibility

Guest Speaker: Tufts alumnus working in CSR at Timberland

CASE: Timberland

Case Questions:

- Is this a Social Enterprise?
- How could Timberland managers better measure the impact of the company's social activities on the commercial life of Timberland and on the larger community? Use a Social Impact Model or Balanced Score Card approach to answer the question.
- What is your assessment of timberland's Commerce & Justice strategy?
- How well have they implemented the strategy?
- What is your evaluation of the company alliances with non-profit organizations?
- What recommendations would you make to management to strengthen the company's strategy and operations in Commerce and justice, specifically with alliances, measurement and globalization?
- Now that its commerce and justice strategy is established in the US, how should Timberland approach "export" of its innovative strategy abroad?

Introduction to Financial Statements

Reading:

Case Study: Timberland: Commerce and Justice

Corporate Social Responsibility Survey, The Economist, Jan 2005, Blackboard

Corporate Social Responsibility Survey, The Economist, Jan 2008, Blackboard

SSIR CSR Nike interview, Fall 2007, Blackboard

SSIR CSR Responsibility Paradox Winter 2008, Blackboard

Unreasonable People, pp. 197 – 207

Class # 11
T. Nov. 23

Marketing, Marketing strategy, Marketing partnerships**CASE: Go Red for Women: Raising Heart Health Awareness**

Case Questions:

- Is this a social enterprise?
- What are the key success factors from Go Red? What lessons need to be taken?
- What key pieces of market research were important to the success of this initiative – at the start and over time?
- In class on Nov. 23, you will be assigned to one of the additional causes: childhood obesity, adult activity or heart health for African Americans. Be prepared to work with a team to create an approach for the cause to which you are assigned. You will have time to work with your team in class and will present your team's approach before the end of class. Be thinking about: what market information would you want to have? Who would make good partners? What might be good "simple, emotional rallying cry and a unique icon" for your cause?

Reading

Case: Go Red for Women: Raising Heart Health Awareness


www.heart.org<http://socio.org> – social marketing and advertising web site

Class #12
T. Nov. 30

Environmental Sustainability – Going for Scale; Supply Chain CASE: Wal-Mart

Case Questions:

- Is this a social enterprise?
- Is profitability an important outcome? Could shareholders accept a lesser return?
- Should Wal-Mart, or any retailer, be held accountable for production methods of its suppliers?
- Some people support Organic as the way to save small family farms. If Wal-Mart pushes big farmers to become organic, small farms would lose that competitive advantage? Should Wal-Mart continue on that path?
- This case notes that the electronics industry is bedeviled by rapid obsolescence. What could be done to change that and what consequences would that have upstream and downstream?
- Given the fact that Wal-Mart's customers generally are unwilling to pay a premium for environmentally friendly products, how is the company deriving business value from its sustainability strategy, or if not, how can it ensure that it does?
- Imagine that you are Andy Ruben or Tyler Elm, evaluating the progress of the electronics, seafood and textile networks. Which networks have been most successful? What factors explain the success (or lack of success) of these networks?

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- How is Wal-Mart motivating its suppliers to share information about and continuously reduce the environmental impacts of products and processes? How can the company stimulate the development of disruptive, breakthrough innovations?
- For the network to which you have been assigned, propose one new “game changer” or “innovation project” not described in the case. To support your proposal, outline the environmental benefits, the profit opportunity for Wal-Mart, the greatest challenges in implementation, and how Wal-Mart could overcome them.
- As evidenced by Exhibit 12, Wal-Mart’s sustainability strategy has generally been very profitable. However, two initiatives described in the case benefit society and the environment, but apparently decrease Wal-Mart’s profits. Identify those two initiatives and imagine that you are their internal champion. How would you justify pursuing those initiatives?

Reading

Case Study: Wal-Mart’s Sustainability Strategy

www.walmartstores.com

<http://www.ota.com/standards/nop/standards.html> - the Organic Trade Association website

SSIR Greening of Wal-Mart Spring 2008

SSIR Cultivating the Green Consumer Fall 2008

Class #13
T. Dec. 7

The Road Show


Each team will have 15 minutes to present its final project/business plan and 15 minutes for Q&A. Use well developed visual aids. Turn in written documentation at start of class.

Evaluation of Course

Class #14
T. Dec. 14

The Road Show

Continued (if needed)

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University of Colorado at Boulder

Leeds School of Business

Business Solutions to Global Poverty: Learning Through Service

BADM 4820 Tu Th 3:30 to 4:45 p.m.

Koelbel Hall, Room 102

Fall 2010

Instructor: Francy Milner

Office: Rm. 345G Koelbel; Telephone: 303-887-2243

Office Hours: Tu and Th 1:30 to 3:00 p.m.

Email: francy.milner@colorado.edu

COURSE OVERVIEW:

This course is designed as a seminar for students interested in business opportunities to meet the needs of those living at what is now referred to as the “base of the pyramid” (BOP). We will study the creation and support of small businesses (microenterprises) in developing countries as a means of eliminating poverty. Our primary objective is to provide students with practical knowledge and experience in developing proactive, sustainable business strategies to meet the needs of the poor and to encourage them to think critically about how business can make an impact on global poverty.

This course will be conducted in partnership with Peace Corps volunteers engaged in small enterprise development and with other social entrepreneurs who are addressing social and environmental issues, both locally and globally. Student teams will learn about the challenges of building social enterprises or supporting microenterprises around the world. At the end of the semester, they will deliver to their partner organizations case studies or reports and recommendations that will help their partners achieve their social mission.

LEARNING OBJECTIVES:

Strengthen critical thinking and analytical skills

Enhance capacity to analyze and solve the problems of those using business solutions to address global poverty


Build written and oral communication skills

Strengthen project management skills

Develop problem definition and project scoping skills

Develop interpersonal skills (e.g. effective relationship building, team building)

Strengthen capacity to promote change

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Texts:

Mahajan, Vijay and Banga, Kamini (2006), [The 86% Solution: How to Succeed in the Biggest Market Opportunity of the 21st Century](#). Wharton School Publishing. ISBN 0-13-148907-0

Polak, Paul, [Out of Poverty: What Works When Traditional Approaches Fail](#) (2008). Berrett-Koehler Publishers, Inc. ISBN 978-1-57565-449-8

Custom Reading Packet available in the C.U. Bookstore

Please note that other assigned reading and all course and assignment information, as well as regular announcements, will be posted on CULEARN.

Project Teams:

You will each be a member of a 3 or 4 person project team. Each team will work on a project with one of our partner organizations, lead class discussion on an assigned case and provide a peer-review of another team's project paper.

Course Requirements and Grading

In addition to completing reading assignments and participating in class discussion, students will complete a semester-long team project (details below), lead (as a team) discussion of a case study, and write two short papers: a mid-term essay/exam and an end-of-term personal reflection/self-evaluation.


Team project	40%
Team-led discussion of case study	10%
Midterm essay/exam	20%
Individual contribution to classmates' learning	20%
Final reflection/self evaluation	10%

Students are encouraged to consult the Leeds grading policy at the following link:
<http://leedsintranet.colorado.edu/PoliciesDocs/Grading%20Policy%202009.pdf>

Team Projects (40% of grade)

Each team of 3 to 4 students will work with a project partner on one of two types of projects:

- 1) Consulting teams: Will provide business advice to a Peace Corps volunteer or other social entrepreneur, delivering the results of the team's research and recommendations in the form of a report or business plan, marketing plan, funding strategy, etc.
- 2) Case Study teams: Will write a case study based on the experience of a social entrepreneur that can be used to bring greater visibility to his or her social venture.

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Project phases/deadlines:

- **Phase I (50 points): Due September 10**
 - After meeting with the Instructor, each team will turn in a Project Charter that sets out the scope and timelines of the project (signed by team members and the project partner).

- **Phase II (50 points): Due Oct. 19 (teams 1-4) and 21 (teams 5-8)**
 - Consulting teams: will deliver a 10 minute Powerpoint presentation (no more than 6 slides) on their partner’s venture and its challenges, the team’s role and its anticipated recommendations.
 - Case study teams: will deliver a 10-minute Powerpoint presentation (no more than 6 slides) that sets out the case theme and outline of the “story”, including the case questions to be presented at the conclusion of the case study.
 - The presentations should reflect the anticipated structure of the final Project Report or Case Study.
 - The teams should be prepared to respond to class feedback and questions.

- **Phase III (100 points) Due November 9**
 - After working with the Writing Center and seeking review by and feedback from its project partner, each team will deliver the first draft of its Project Report or Case Study (10 to 15 pages, double-spaced, 12 point font, 1” margins, plus appendices) to the Instructor and Peer Review team.
 - **By Nov. 16:** Peer Review teams will provide feedback on the first draft of the Report or Case Study of its partner team (part of each student’s individual participation grade).

- **Phase IV (150 points): Due December 9**
 - Each team will deliver to the Instructor and the client its final Project Report or Case Study (10 to 15 pages, double-spaced, 12 point font, 1” margins, plus appendices)

- **Phase V (50 points): Due December 16** – Delivery of final Powerpoint presentations on team projects (15 minutes, no more than 10 slides).

Note: Guidelines for writing a case study or a project report (including business plans) will be provided by the Instructor. Resources for drafting Social Enterprise Business Plans:

- Moyes, Frank, “Writing a Successful Business Plan 2009” and related materials, <http://leeds-faculty.colorado.edu/moyes/html/resources.htm>
- REDF Social Enterprise Business Plan Template, <http://www.redf.org/learn-from-redf/tools/106>



- Dees, Emerson and Economy, *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*, Ch. 10: "Planning for the Social Enterprise" (on reserve in Leeds library)
- Wolk, Andrew and Kreitz, Kelly, *Business Planning for Enduring Social Impact: A Social Entrepreneurial Approach to Solving Social Problems*, 2008 Root Cause (free download at <http://rootcause.org/download-free-pdf-business-planning-enduring-social-impact>)
- Seedco Toolkit for Developing a Social Purpose Business Plan http://www.seedco.org/documents/publications/nvn_toolkit.pdf

Team-Led Discussion of Case Study (10% of grade)

Each team will post thought-provoking questions on an assigned case at least 3 days in advance of the class. It will then lead class discussion on the case and any additional assigned reading, using a brief Powerpoint presentation with an overview of the case (relevant facts and central problem), the case questions and the team's recommendations.

Individual Contribution to Classmates' Learning (20% of grade)

This class is designed as a process of collective learning and exploration. You will be evaluated on your contributions to this learning and exploration process. Contributions include your preparedness when called on, participation in class discussions and exercises, working on your team project and providing a critique (peer review) of another team's project.

Please restrict use of your laptop in class to taking notes or other tasks related to class participation.

An important part of contributing to any endeavor is showing up prepared. Please come to class on time and ready to discuss assigned readings and cases. (The Instructor or the team leading the class discussion may "cold call" on students.) Missing more than one class will significantly influence your final grade. Please talk with me or send me an email if you will miss a class.

Midterm Essay/Exam (in class): October 14 (20% of grade)

Personal Reflection/Self-Evaluation: December 16 (10% of grade)

At the end of the semester you will write a personal reflection that includes:

- "lessons learned" from your team project,
- your thoughts on the relevance of selected reading assignments and class discussions, and
- an evaluation of your learning about business solutions to global poverty and other global social and environmental issues.



COURSE OUTLINE:

Note: This course outline is subject to change, according to the progress of the class, availability of speakers, discovery of additional reading material, etc.

	Topic	Reading and Activities
Class #1 August 24	Introduction to class and project partners	<p><u>No assigned reading</u></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Course Overview • “Meet and Greet”
Class #2 August 26	Introduction to project partners	<p><u>Assigned reading:</u> (Project Materials folder, CULearn)</p> <ol style="list-style-type: none"> 1) 2 lists of team projects (Peace Corps; social entrepreneurs) 2) Sample case study 3) Sample project report 4) Guides to projects: consulting reports and case studies 5) Templates for Project Charters (Case Study and Consulting Reports) <p>Suggested reference material for team projects: (Reading list; CULearn)</p> <ol style="list-style-type: none"> 1) Peace Corps reading on individual countries 2) 2) State Dept. reports on individual countries: country profiles 3) “Doing Business 2010 “ <p><u>Activities:</u></p> <ul style="list-style-type: none"> • “Meet and Greet” project partners • Discussion of project requirements <p>Sign up for project teams by noon on Monday, Aug. 30</p>



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<p>Class #3 August 31</p>	<p>Topic 1: Poverty Traps and unmet needs: What is poverty like?</p>	<p><u>Due:</u> One page essay on how business might provide solutions to global poverty and other environmental and social issues</p> <p><u>Assigned reading:</u> 1) Smith, Ch. 1 and poverty chart (custom reading packet) 2) Sachs, Ch. 1 (custom reading packet)</p> <p><u>Optional Reading:</u> “The Economic Lives of the Poor” (Reading list, CULearn)</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Video: “Voices of the Poor” • Teams sign-up: <ul style="list-style-type: none"> ○ to lead case discussions ○ to meet with Instructor and turn in Project Charter by Sept. 10
<p>Class #4 September 2</p>	<p>Topic 2: Poverty traps and unmet needs: Who should address the problem?</p>	<p><u>Assigned reading:</u> 1) Yunus, Ch. 1 (custom reading packet) 2) Moyo, “Why Foreign Aid is Hurting Africa” (Reading list, CULearn) 3) “The Next Billions: Unleashing the Business Potential in Untapped Markets” (Reading list, CULearn) 4) Polak, <i>Out of Poverty</i>, Introduction and Ch. 1</p> <p><u>Activities</u> 1) team meetings</p>
<p>Class #5 September 7</p>	<p>Topic 3: Can/should business make a fortune at the BoP?</p>	<p><u>Assigned reading: (Reading list, CULearn)</u> 1) Prahalad and Hart, “The Fortune at the Bottom of the Pyramid” 2) Karnani, “Fortune at the Bottom of the Pyramid: A Mirage”</p>



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		<p>3) Prahalad response <u>Optional reading:</u> (Reading list, CULearn) 1) Prahalad and Hammond, “Serving the World’s Poor, Profitably – The Payoff for Investing in Poor Countries” 2) Hart and Christenson, “The Great Leap Driving Innovation from the Base of the Pyramid” 3) Boyer, “The Base of the Pyramid (BOP): Reperceiving Business from the Bottom Up”</p> <p>Activity: In-class debate on the role of business at the BoP</p>
Class #6 September 9	Topic 3: Can/should business make a fortune at the BoP?	<p><u>Assigned reading:</u></p> <p>1) <i>Out of Poverty</i>, Ch. 2 2) “Unilever’s Project Shakti,” <i>Business Solutions for the Global Poor</i> (custom reading packet)</p> <p>DUE: Sept. 10: Team Project Charter</p>
Class #7 September 14	Tips for project teams	<p><u>No Assigned reading</u> (read ahead for next class)</p> <p>Activities</p> <ul style="list-style-type: none"> • Speaker panel on acting as a consulting team and writing project reports • Work in teams and with speakers/project mentors
Class #8 September 16	Topic 4: What do we know about BoP markets?	<p><u>Assigned reading</u></p> <p>1) <i>The 86% Solution</i>: Preface and Ch. 1 2) “The Next 4 Billion: Executive Summary and Market Overview” (Reading list, CULearn) 3) The Economist, “A special report</p>



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		on innovation in emerging markets” “The World Turned Upside Down”: “First Break All the Rules”: “Easier Said than Done” (on reserve – Leed Library)
Class #9 September 21	Topic 4: What do we know about BoP markets? (the impact of culture)	Assigned reading:(Reading list, CULearn) 1) Hofstede: “Cultures and Organizations – Software of the Mind” 2) Peace Corps Manual, Chs. 1 and 4 (skipping exercises) <u>Activity</u> Speaker: Brian Lewandowski, former Peace Corps Volunteer, on the impact of culture on doing business at the BoP
Class #10 September 23	Topic 5: What business models work at the BoP? (focus on the poor as consumers)	Assigned reading 1) “Emerging Markets, Emerging Models,” pp. 35-119 and p. 123 (skim examples) (Reading list, CULearn)
Class #11 September 28	Topic 6: How do we design products that will create value for the BoP?	Assigned reading Polak, <i>Out of Poverty</i> , Ch 3-7
Class #12 September 30	Topic 6: How do we design products that will create value for the BoP?	Assigned reading: 1) Case: “ApproTEC” (custom reading packet)(Team 1) 2) <i>The 86% Solution</i> , Chs. 2 and 6
Class #13 October 5	Topic 7: Providing access to credit	Assigned reading 1) Case: “Controlling Growth in an MFI” (Team 2) (Cases and Articles folder, CULearn) 2) “Growth and Vulnerabilities in Microfinance” (Reading list, CULearn)



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		<p>3) Akula, "Business Basics at the Base of the Pyramid" (Cases and Articles folder, CULearn)</p> <p><u>Optional reading:</u> (Reading list, CULearn) 1) Bruck, "Millions for Millions" 2) Counts, "Reimagining Microfinance" Q&A on Midterm Exam</p>
<p>Class #14 October 7</p>	<p>Topic 8: Providing access to information and financial services through technology</p>	<p><u>Assigned reading</u> 1) <i>The 86% Solution</i>: Ch. 3 and 8 2) "M-PESA Mobile Money for the Unbanked" (Reading list, CULearn)</p> <p>Suggested reading: "Can the cellphone help end global poverty?" New York Times (Reading list, CULearn)</p> <p>Speaker: Luella Chavez D'Angelo, President, Western Union Foundation</p>
<p>Class #15 October 12</p>	<p>Topic 9: Providing access to health care</p>	<p><u>Assigned reading</u> Douglas Jackson, "Social Business: The Business of Doing Good," ICOSA magazine (handout)</p> <p>Speaker: Douglas Jackson, President, Project C.U.R.E.</p>
<p>Class #16 October 14</p>	<p>Midterm Exam</p>	
<p>Class #17 October 19</p>	<p>Team project powerpoint presentations (teams 1-4)</p>	<p><u>Assigned reading:</u> None (read ahead for next week)</p>
<p>Class #18 October 21</p>	<p>Team project powerpoint presentations (teams 5-8)</p>	<p><u>Assigned reading:</u> None (read ahead for next week)</p>



Business Solutions to Global Poverty:
Learning Through Service

FRANCY MILNER
FALL 2010

UNIVERSITY OF COLORADO, BOULDER

<p>Class #19 October 26</p>	<p>Topic 10: How can business reach and create emerging markets?</p>	<p><u>Assigned reading:</u></p> <p>1) <i>The 86% Solution</i>, Chs. 4,5,7 and 9</p> <p>2) Review reading on “Unilever’s Project Shakti” (custom reading packet)</p> <p>Speaker: Joanna Chan, MBA, on working with a social entrepreneur project partner</p>
<p>Class #20 October 28</p>	<p>Topic 10: How can business reach and create emerging markets?</p>	<p><u>Assigned reading:</u></p> <p>1) <i>The 86% Solution</i>: Ch. 10 and Conclusion</p> <p>2) <i>Out of Poverty</i>, Chs. 8 and 9</p>
<p>Class #21 November 2</p>	<p>Topic 11: Back to business models – How can business engage the poor as producers?</p>	<p><u>Assigned reading</u></p> <p>Case: “What Works: ITC’s E-Choupal and Profitable Rural Transformation” (Team 3) (Reading List, CULearn)</p>
<p>Class #22 November 4</p>	<p>Topic 12: Newer business models at the BoP – Social Entrepreneurs</p>	<p><u>Assigned reading (Reading list, CULearn)</u></p> <p>1) Martin and Osberg, “Social Entrepreneurship: The Case for Definition”</p> <p>2) Dees, “The Meaning of Social Entrepreneurship”</p> <p>3) Drayton, “Everyone a Changemaker”</p> <p>4) Interview with Victoria Hale</p> <p>Activity: Video: Fabio Rosa</p>
<p>Class #23 November 9</p>	<p>Topic 13: Challenges for social entrepreneurs – creating a successful business model and finding funding</p>	<p><u>Assigned reading</u></p> <p>Elkington & Hartigan, <i>The Power of Unreasonable People</i>, Ch. 1 and 2 (custom reading packet)</p>



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		Speakers: Daniel Epstein and Teju Ravilochan, The Unreasonable Institute Due: First draft of project report or case study
Class #24 November 11	Topic 13: Challenges for social entrepreneurs – generating income	Assigned Reading Case: “IPODERAC” (custom reading packet) (Team 4) 2) Case: “Ecotourism at Dana Preserve” (Cases and Articles folder, CULearn)(Team 5)
Class #25 November 16	Topic 13: Challenges for social entrepreneurs – One social entrepreneur’s point of view	Assigned reading: 1) Polak, Ch. 10-12 2) Recent article by Paul Polak (tbd) Speaker: Paul Polak Due: Feedback on first draft of report or case study by Peer Review teams
Class #26 November 18	Topic 13: Challenges for social entrepreneurs – scaling and replicating to increase impact	Assigned reading: 1) Case: “The MicroConsignment Model: Bridging the “Last Mile” of access to products and services for the rural poor “ (Team 6) (Cases and Articles folder, CULearn) 2) Bradach, “Going to Scale: The Challenge of Replicating Social Programs” (Reading list, CULearn) 3) Dees, “Scaling Social Impact: Strategies for spreading social innovations” (Reading list, CULearn) 3) Review case on ApproTEC (custom reading packet)



Business Solutions to Global Poverty:
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Fall Break Nov. 22-26		
Class #27 November 30	Topic 14: What is a social business? How is it different from social entrepreneurship?	<u>Assigned Reading:</u> 1) Yunus, Prologue and Chapters 2 and 7 (custom reading packet)
Class #28 December 2	Topic 15: New opportunities – collaborative ventures at the BoP	<u>Assigned reading</u> 1) Case: “Amanco: Providing Irrigation Systems to the Rural Poor” (Team 7) (Reading list, CULearn) • Nelson and Jenkins, “Investing in Social Innovation: Harnessing the Potential of Partnerships between corporations and social entrepreneurs” (Reading list, CULearn) 2) Austin, “Strategic Alliances” (Reading List, CULearn)
Class #29 December 7	Topic 16: Evaluating the social impact of BoP ventures	<u>Assigned reading:</u> 1) Case: Vision Spring (custom reading packet)(Team 8) 2) London, “Making Better Investments at the Base of the Pyramid,” Cases and Articles, CULearn) Optional reading: (Reading list, CULearn) 1) Kramer, “Measuring Innovation: Evaluation in the Field of Social Entrepreneurship” 2) Gair, “A Report from the Good Ship SROI



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Class #30 December 9	Topic 16: Evaluating the social impact of BoP ventures	<u>No assigned reading</u> Activity: Use London's evaluation framework to assess impact of team projects Due: Final case study or team project reports
Class #31 December 16 7:30 – 10:30am	Bringing it all together: Final Team Powerpoint Presentations	In lieu of final exam

Case Presentation Calendar

Thursday, 9/30/10 Case #1: ApproTEC

Tuesday, 10/5/10 Case #2: Controlling Growth in an MFI


Tuesday, 11/2/10 Case #3: What Works: ITC's E-Choupal and Profitable Rural Transformation

Thursday, 11/11/10 Case #4: IPODERAC and Case #5: Ecotourism at Dana Preserve

Thursday, 11/18/10 Case #6: The MicroConsignment Model: Bridging the "Last Mile" of access to products and services for the rural poor

Thursday, 12/2/10 Case #7: Amanco: Providing Irrigation Systems to the Rural Poor

Tuesday, 12/7/10 Case #8: Vision Spring

	<p style="text-align: center;">Business Solutions to Global Poverty: Learning Through Service</p> <p>FRANCY MILNER UNIVERSITY OF COLORADO, BOULDER FALL 2010</p>
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MISCELLANEOUS IMPORTANT INFORMATION:

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Honor Code and Plagiarism


All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me as early in the semester as possible (at least two weeks in advance) so that there is adequate time to make necessary arrangements. See full details of the campus policy at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

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Campus Resources to assist students with writing: The Writing Center <http://www.colorado.edu/pwr/>

Student Academic Services <http://www.colorado.edu/SASC/>

Foreign and International Students <http://www.colorado.edu/OIE/iss/index.html>

Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices.



Haniel Seminar: Social Investment and Entrepreneurship

DR. MAXIMILLIAN MARTIN UNIVERSITY OF ST. GALLEN
FALL 2009

UNIVERSITY OF ST GALLEN
CENTER FOR LEADERSHIP AND VALUES IN SOCIETY
SEMINAR
FALL 2009

HANIEL SEMINAR: SOCIAL INVESTMENT AND ENTREPRENEURSHIP

Time and Location:

October 27, 2009: 10:00-17:00, Room: Lehrprovisorium HSG-Sporthalle

October 28, 2009: 10:00-17:00; 18:00-20:00, Room: Lehrprovisorium HSG-Sporthalle

October 29, 2009: 10:00-17:00, Room: Lehrprovisorium HSG-Sporthalle

October 30, 2009: 10:00-17:00, Room: Lehrprovisorium HSG-Sporthalle

Instructor: Dr. Maximilian Martin

Teaching fellow: TBD

E-mail: maximilian_martin@yahoo.com

COURSE DESCRIPTION

Based on the premise that we are entering a sustainability age, this course examines the emerging field of social investment, and inquires into the role of entrepreneurship in its constitution and expansion.

Achieving social and environmental sustainability on a crowded planet will be the main challenge of the twenty-first century. The human footprint has expanded dramatically over the 100,000 years that our species has been around. The global population has risen from around one million 10,000 years ago to 6.7 billion today and is projected to rise to between 7.8 billion and 10.8 billion by 2050. Our human footprint is bound to grow further. The global economy is expected to grow from USD 77 trillion at purchasing power parity in 2007 to USD 420 trillion in 2050 – provided the crisis facing humanity will not undercut rising living standards and convergence of economic development. Sociologist Anthony Giddens has pointed out that as a result of this expansion of population and associated activities, humanity today lives in an environment *after* the end of nature – that is, very few aspects of our surrounding material environment have not been affected in some way by human intervention, and as a result, humanity has little choice but to take on the role of active steward of the global ecosystem.

Among other things, the expected expansion of the human footprint is likely to require a shift or adaptation in business models and investment styles. Global change has already impacted the spatial and thematic distribution of investment capital, driving more resources to emerging markets, and into business propositions broadly linked with a philosophy of "doing good and doing well," that is, achieving both a positive social and/or environmental as well as a financial return.

Rather than focusing on the more mainstream ethical funds, sustainable investments or publicly-listed socially responsible ventures (commonly aggregated under the umbrella term "socially responsible investments" or SRI), the course analyzes social business and investing, including the emerging concept of "impact investing" – defined as investments that generate social and environmental value as well as financial return, and are not restricted to investments in publicly listed companies.

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The course is divided in four parts. To be practical, it deploys several case studies.

- *Part one* provides the context, looking at social investment as an emerging social field, examining the concept of impact investing in detail.
- *Part two* examines the role entrepreneurs play in building the currently emerging social investment ecosystem.
- *Part three* defines and analyzes social entrepreneurship and impact investing case studies.
- *Part four* asks what the frontiers in social investment are, and where we are headed.

TARGET AUDIENCE AND COURSE OBJECTIVES

This course is directed toward young professionals interested in social investment, seeking potential involvement in this field in either an entrepreneurial or a managerial capacity.

At the end of the course, students can expect to:

- Have gained a solid understanding of social investment and entrepreneurship from a theoretical and practitioner perspective;
- Be familiar with the overall strategy space of social entrepreneurship and possible points of insertion; and
- Have chosen and be familiar with the student projects they will work on until the end of the term in small groups.

INSTRUCTOR

Dr. Maximilian Martin is a Visiting Professor at the University of Geneva, where he teaches in the International Organizations MBA program, a Senior Fellow and Lecturer at the Center for Leadership and Values at the University of St. Gallen, and a Senior Partner and Chief Strategist at IJ Partners, a wealth management company based in Geneva that builds wealth while engaging the future through investment strategies which fully integrate for-profit liquid and direct social investments in the asset portfolio. To help to develop a transmission channel for vanguard capital directed toward social change initiatives, he conceived and set up UBS Philanthropy Services and its UBS Philanthropy Forum in 2004; named the world's premier philanthropy advisory in 2007 by Euromoney, the unit is often considered to be the pioneer platform in the private banking industry as well as an industry benchmark. Dr. Martin also developed the first university course on social entrepreneurship in Europe for the University of Geneva in 2003. Having authored over one hundred articles on social investment and related topics, his current research focuses on the relationship between globalization, social investment and the emerging value creation opportunities in this space. Dr. Martin holds advanced degrees in anthropology and economics and a Ph.D. in economic anthropology.

READINGS

Required readings ("R") will put relevant theory and practice and related texts for each topic at your disposition. The readings are selected from the course reading packet. Additionally, throughout the semester, the course packet readings may be supplemented with short current readings and handouts by email. You are expected to complete the readings and cases assigned for each session in advance of that session, and to attend class prepared to discuss the ideas set forth in the texts. On average, you should calculate four hours of reading time and preparation for each class session. In case you would like to read further, there will be background readings. They are marked with an asterisk ("R*"). Background readings are recommended, but not mandatory.

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COURSE POLICIES AND TEACHING METHODOLOGY

This course assumes no previous knowledge except a reasonable command of English and a willingness to learn. Attendance is mandatory at all regular class meetings. English is the language of instruction. Enrollment is limited to 30 and the seminar is open to auditors upon consultation with the instructor only. The course consists of four days of sessions from October 27, 2009 – October 30, 2009, as specified above.

Attendance and seminar participation. 20% of the grade. Reflecting on his experience as a student at Oxford from 1740-1746, Adam Smith expressed a strong preference for "frontal" teaching:

"The teacher, instead of explaining to his pupils himself the science in which he proposes to instruct them, may [...] [make] them interpret it to him, and by now and then making an occasional remark upon it, he may flatter himself that he is giving a lecture." (Smith, *The Wealth of Nations*, Part III, Article II)

On the other hand, Smith was rather lenient with respect to attendance:

"No discipline is ever requisite to force attendance upon lectures which are really worth the attending, as is well known wherever any such lectures are given." (Smith, *The Wealth of Nations*, Part III, Article II)

In line with standard practice at leading business and public policy schools, we will invert this procedure, in the firm hope that the number of voices in the class session is not inversely correlated with the quality of the lecture. Attendance is mandatory at all regular class meetings. Class discussion is an essential component of the course. Your full participation is expected in the discussion of the assigned cases, readings and general themes of the course. Be prepared to "open the case," and to actively participate.

- *Final paper and written assignments.* 80% of the grade. The main written deliverable of this course is a real-life project assignment on a social investment opportunity. To this effect, you will work in a small group. By October 30, 2009, you will choose your topic from the assignment list. Based on the course readings, there will also be short preparatory assignments.

The main written "end product" will be about 15 pages (per student). For your project, you will draw on input from relevant parties and undertake additional research. The project topics will be researched in small groups, and the project paper deadline will be communicated in due course.

Writing, format, and citation. Oral and written communication is a crucial part of the seminar. Development of good speaking and writing skills is essential to your success as a professional. A good paper has a clear thesis, is well organized, and employs solid logical analysis. Analytic arguments based upon verifiable facts must precede any value judgments you wish to make. Reflection-based arguments are useful only if grounded on one's genuine desire for sincere introspection and personal development. A good paper will address the problem posed by the assignment. Academic honesty requires that you properly cite all sources on which you rely for evidence. Students should strive for their papers being stylistically and grammatically correct and free of typographical and spelling errors. You should proofread your papers. Please use standard paper size, margins, font type, and font size (A4, double-spacing, Times New Roman font, 12-point).


Late policy for written work. All course requirements must be completed by the date on which they are due.

QUESTIONS AND COMMENTS

I look forward to meeting with you to discuss the course and the written assignment, and will be available throughout the course of the semester via email.

The Teaching Fellow will be available as well. Students ought to consider the seminar as an opportunity to expand their skill set. This course is challenging. But we will seek to help you manage the workflow as productively as possible.

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SCHEDULE

DAY I: SOCIAL INVESTMENT: AN EMERGING SOCIAL FIELD

Session 1: October 27, 2009, 10:00-12:00

1. Introduction to Social Investment

This session provides an introduction to the phenomenon of social investment – the simultaneous pursuit of financial and social and/or environmental returns.

- R-1 Kramer, Mark, and Sarah Cooch. 2006. *Investing for Impact: Managing and Measuring Proactive Social Investments*. Boston, Mass.: Foundation Strategy Group. <http://www.fsg-impact.org/ideas/item/287>
- R-2 Martin, Maximilian. 2007. "Investing in the Emerging Social Enterprise Landscape." *Giving*, 1: 217-224. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1322309
- R-3* Bourdieu, Pierre. 1990 [1980]. *The Logic of Practice*. Cambridge: Polity Press.

Session 2: October 27, 2009, 13:00-15:00

2. Impact Investing: Heading for a New Episteme?

A recent Rockefeller Foundation initiative aims to accelerate the discernible trend of investors looking for both financial and social or environmental returns, seeking to catalyze the emergence of an "impact investing" paradigm. Could it be that we are on to a new episteme? This session examines the state of play.

- R-4 Freireich, Jessica, and Katherine Fulton. 2009. "Investing for Social and Environmental Impact: A Design for Catalyzing an Emerging Industry." Washington, DC: Monitor Institute. <http://www.qk18ad7x79.web.aplus.net/>
- R-5 Martin, Maximilian. 2008. "E4C – Ecosystems for Change: Environmental Philanthropy – Catalyzing Sustainability." UBS Philanthropy Services, *Forum Paper*. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1322392
- R-6* Foucault, Michel. 2001 [1966]. *The Order of Things: An Archaeology of the Human Sciences*. London: Routledge.

Session 3: October 27, 2009, 15:00-17:00

3. Case Study: The Global Impact Investing Network

The Global Impact Investing Network (GIIN) is a global group of investors and intermediaries who put capital to work at scale in order to generate social and environmental value in addition to financial return. The GIIN is intended as a platform for leaders of the emerging impact investing industry, incubating activities and institutions that will accelerate the industry's maturation, and driving substantial capital to solve previously intractable social and environmental challenges (see also the Global Impact Investing Network website: <http://www.qk18ad7x79.web.aplus.net/about-us/>).

- R-7 Conger, Jay. 2008. "The Impact of Strategic Storytelling." In: *Fifty Lessons. 2008. Lessons Learned: Making Strategy Work*. Boston, Mass.: Harvard Business School Press: 5-10.
- R-8 P Parry, Roger. 2008. "Setting Clear and Achievable Goals." In: *Fifty Lessons. 2008. Lessons Learned: Making Strategy Work*. Boston, Mass.: Harvard Business School Press: 11-17.
- R-9 Martin, Maximilian. 2009. "Balancing Creativity and Control." UBS Philanthropy Services, *Viewpoints 2009*: 12-26. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1322402

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University of St.Gallen

Haniel Seminar: Social Investment and Entrepreneurship

DR. MAXIMILLIAN MARTIN UNIVERSITY OF ST. GALLEN
FALL 2009

(Optional) Public Debate: October 27, 2009, 18:15-20:00

What Is to Be Done? – Entrepreneurship and Society (room 09-011 + Apéro)

Speakers:

Bill Drayton

(Social Entrepreneur and Founder of Ashoka)

Victor Friedman

(Co-Chair, Action Research Center for Social Justice, Max Stern Academic College of Emek Yezreel, Israel)

Paola Ghillani

(Paola Ghillani & Friends, Member of the International Committee of the Red Cross, former CEO of the Max Havelaar Foundation)

Franz Haniel

(Chairman of the supervisory board, Haniel Group and METRO AG)

Moderator:

Maximilian Martin

(Senior Partner & Chief Strategist, IJ Partners; Visiting Professor, University of Geneva)

DAY II: CREATIVE DESTRUCTION: THE ROLE OF THE ENTREPRENEUR

Session 4: October 28, 2009, 10:00-12:00

4. What is Entrepreneurship?

While there is a wide societal consensus that entrepreneurship plays a major role in generating innovation, employment and prosperity, there is neither a common definition of the term, nor a generally recognized model or theory of entrepreneurship. We will take the work of Joseph Schumpeter as a starting point to examine the phenomenon and appreciate its implications.

- R-10** Schumpeter, Joseph A. 1994 [1954]. *The History of Economic Analysis*. Oxford: Oxford University Press: 551-556, 891-898.
- R-11** Sachs, Jeffrey. 2008. *Common Wealth: Economics for a Crowded Planet*. New York: Penguin: 3-15.
- R-12** Martin, Maximilian. 2002. "Between Entrepreneurship and Surveillance." *Entwicklungsethnologie* 11 (1): 83-110. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1322262

Session 5: October 28, 2009, 13:00-15:00

5. An Entrepreneur Shares His Story

A lot of wisdom on entrepreneurship resides in the personal experience and lessons learned of successful entrepreneurs. This session examines practitioner perspectives.

- R-13** Robinson, Gerry. 2008. "Be Clear What the Aim Is." In: *Lessons Learned: Starting a Business, Fifty Lessons*. Boston, Mass.: Harvard Business School Press: 7-11.
- R-14*** Fentener van Vlissingen, Paul. 2006 [1995]. *Ondernemers zijn ezels*. Amsterdam: Uitgeverij Balans: 7-43.

Session 6: October 28, 2009, 15:00-17:00

6. Case Study: Sir Richard Branson

In many ways, Sir Richard Branson is the quintessential example of a successful business entrepreneur. Best known for his Virgin brand of over 360 companies, he has also expanded into the social investment space, for example through his 2006 CGI commitment to invest all future proceeds from Virgin Group's transportation divisions into developing alternative fuel sources and alleviate global warming, or by creating the Virgin Earth Challenge, a new global science and technology prize to encourage technological advancements for the good of humankind, awarding USD 25 million to the individual or group who are able to demonstrate a commercially viable design which will result in the net removal of anthropogenic, atmospheric greenhouse gases each year for at least ten years without countervailing harmful effects. Looking at Sir Richard's track record, what are the drivers of success, and what is the relationship between entrepreneurship and social investment?

- R-15** Branson, Richard. 2008. *Business Stripped Bare: Adventures of a Global Entrepreneur*. London: Random House. 1-40.
- R-16** Haji-Ioannou, Stelios. 2008. "Building Brand Awareness." In: *Lessons Learned: Starting a Business, Fifty Lessons*. Boston, Mass.: Harvard Business School Press: 51-54.

DAY III: DOING GOOD AND DOING WELL

Session 7: October 29, 2009, 10:00-12:00

7. Drivers of Social Investment: The Role of the Social Entrepreneur

Considered to be a special type of leader, social entrepreneurs draw on professionalism and market-based mechanisms to create positive change in domains such as education, enterprise development, the environment, fair trade, healthcare, or human rights. Combining their passion to solve social issues with an entrepreneurial outlook on life, social entrepreneurs find innovative ways to leverage scarce resources in the pursuit of social value. Where do they have comparative advantage?

R-17 Martin, Maximilian. 2004. "Surveying Social Entrepreneurship: Toward an Empirical Analysis of the Performance Revolution in the Social Sector." *Working Papers of the Center for Public Leadership 2*. St. Gallen, Switzerland: University of St. Gallen.

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1319499

R-18* Yunus, Muhammad. 1999. *Banker to the Poor: Micro-lending and the Battle against World Poverty*. New York: Public Affairs.

Session 8: October 29, 2009, 13:00-15:00

8. Case Study: EVHA

Healthcare systems worldwide and access to them are a key area where entrepreneurs can make a difference. Issues of cost, awareness, coverage, ageing populations and epidemics often require both immediate action and long-term thinking. Effective stakeholder coordination is essential. This session examines one example of an ambitious initiative to address the health delivery gap in sub-Saharan Africa.

R-19* International Finance Corporation. 2007. "The Business of Health in Africa: Partnering with the Private Sector to Improve People's Lives." Washington, DC: IFC.

<http://www.ifc.org/ifcext/healthinafrica.nsf/Content/FullReport>

R-20 Pfeffer, Jeffrey. 2008. "Profiting from Evidence-Based Management." In: *Fifty Lessons*. 2008. *Lessons Learned: Making Strategy Work*. Boston, Mass.: Harvard Business School Press: 57-62.

R-21* Rogers, Everett M. 2003. *Diffusion of Innovations, 5th Edition*. New York: Free Press: 365-400.

Session 9: October 29, 2009, 15:00-17:00

9. Case Study: Ignia Ventures

Venture capitalists identify promising startups and invest in them. They typically take a systemic perspective: combining multiple companies into a portfolio to reduce individual investment risk, then taking the portfolio companies through a clearly defined growth process with the objective of cashing out within a certain period of time, and drawing in expansion-stage financing as needed. Relative to the capital invested, venture capital is also regarded as a disproportionate source of innovation in business. Is there a role for "social" venture capital, and if so, which one?

R-22 Ignia. 2009. "Soros Leads 3rd Closing for IGNIA." Mexico City: Ignia Ventures.

R-23* Martin, Maximilian, and Rob John. 2006. "Venture Philanthropy in Europa: Überblick und treibende Kräfte." In: Achleitner, Ann-Kristin, Reinhard Pöllath and Erwin Stahl (eds.). 2006. *Finanzierung von Sozialunternehmern: Konzepte zur finanziellen Unterstützung von Social Entrepreneurs*. Stuttgart: Schäffer Poeschel: 34-43.



DAY IV: FRONTIERS IN SOCIAL INVESTMENT

Session 10: October 30, 2009, 10:00-12:00

10. Investing in Social Business

Investors are increasingly looking for opportunities that are uncorrelated with mainstream global capital markets benchmarks and have a demonstrable social and/or environmental impact. Social business and social finance have benefitted from a remarkable innovation curve in recent years. What do we need to keep in mind when building and investing in social businesses?

- R-24 Mair, Johanna, and Emma Coles. 2004. "The Freeplay Energy Group and Foundation." *IESE-Schwab Foundation Case Study Series on Social Entrepreneurship*. Barcelona: IESE Business School.
- R-25 Kotler, Philip. 2008. "Watch Your Competitors and Challenge Your Strategy." In: *Fifty Lessons*. 2008. *Lessons Learned: Making Strategy Work*. Boston, Mass.: Harvard Business School Press: 25-29.
- R-26* Heller, Peter (ed.) 2009. *Innovative Funding Mechanisms for Social Change*. Baden Baden: Nomos.

Session 11: October 30, 2009, 13:00-15:00

11. Toward a Social Investment Bank?

Given the widespread inefficiency of social capital markets, there is discussion about the need for a social investment bank. How can intermediation of resource flows be improved?

- R-27 Meehan III, William, Derek Kilmer, and Maisie O'Flanagan. 2004. "Investing in Society: Why We Need a More Efficient Social Capital Market and How We Can Get There." *Stanford Social Innovation Review* (Spring): 34-43.
- R-28 Commission on Unclaimed Assets. 2007. "The Social Investment Bank: Its Organization and Role in Driving Development of the Third Sector." http://www.unclaimedassets.org.uk/downloads/CUA_report_FINAL.pdf
- R-29* Martin, Maximilian, and Arthur Wood. 2008. "Unfreezing the Foundation Asset Landscape to Create Liquid Capital Markets." UBS Philanthropy Services, *Viewpoints 2008*: 104-107. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1322308

Session 12: October 30, 2009, 15:00-17:00

12. Project Presentations

The status of semester projects will be presented in the session.

- R-30 Martin, Maximilian, and Michael Jung. 2009. "Leadership Fields: Aiming for Impact at the Next Level." UBS Philanthropy Services, *Viewpoints 2009*: 40-50. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1366291

READINGS AND ASSIGNMENTS

The final reading list and assignments will be communicated to course participants prior to the beginning of the course.



Social Entrepreneurship

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FALL 2009

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Social Entrepreneurship
MGMT 548 – Fall 2009
Tu./Th., 7:20P-8:35P, Arts/Sciences 129

Eric D. Carlson
Center for Science, Technology, and Society
203 Loyola Hall (may be moving to Nobili Hall this term)
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(ecarlson@scu.edu)

Course Mission:

Educate and excite MBA students about Social Business Entrepreneurship.

Course Overview:

Social entrepreneurship is the creation of innovative ventures that produce a social benefit (i.e. ventures that serve the “base of the economic pyramid”). Nobel Laureate Muhammed Yunus calls such ventures “Social Businesses” (SB), and they typically innovate to produce products and/or services that help alleviate important social problems, such as economic development (poverty), health, equality, education, and environment. This course will introduce students to social entrepreneurship and SB through readings, analysis of case studies of SB, and participation in the assessment of business plans for existing SB. The emphasis of the course will be on understanding management techniques for maximizing the sustainability and scalability of SB.

This course counts as part of the Entrepreneurship concentration, or, by student petition, also has been accepted as part of the International Business concentration

Course Objectives:

Upon completing the course successfully, the students should have learned:

1. The global need and opportunity (market) at the “base of the economic pyramid,”
2. How to write a business plan for SB,
3. Details of a business plan from a specific SB
4. The critical success factors for sustainability and scalability of SB.

Prerequisites:

MKTG 551 Marketing Analysis and Decisions and ACTG 301 Accounting for Business Decisions, or FNCE 451 Financial Management. Prerequisites can be waived by permission of the professor.

Course Background:

An increasing number of organizations (both non-profit and for-profit) are interested in using technologies and entrepreneurial business practices for social benefit. This interest is peaked by the needs (and market) of the 4 billion people who live on less than \$1500/year (the “base of the economic pyramid”). There is increasing evidence that such endeavors can be financially self-sustaining, and, in some cases, profitable. To be successful and self-sustaining requires new form of entrepreneurship – innovation in product/service design, marketing,



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operations (e.g. supply chain), organization, and financing. However, as a result of lack of adequate “business planning,” such organizations often may obtain funding to create a product or a service for social benefit, but will not be able to sustain, or scale, the organization beyond the initial funding or without the founding entrepreneur.

Santa Clara University’s Center for Science, Technology and Society has taken the lead to try to help social entrepreneurs develop sustainable, scalable business plans through a program called the Global Social Benefit Incubator (GSBI). During the past seven summers, 102 organizations have participated in the GSBI. The eighth session already is being planned for the summer of 2010. As result of the GSBI, there is a strong body of instructional materials and set of business plans for the 102 organizations represented at the past GSBI. More importantly, the feedback from the participants regarding the impacts of the GSBI has been very positive. Because of the success of the GSBI, SCU MBA students have the unique opportunity to access to both the GSBI course materials and to the business plans created at the GSBI.

Course Format:

The course will be 10 weeks, with two, 1.25 hour sessions per week.

In addition to 3 text books and articles from *Harvard Business Review*, *Sloan Management Review* and *Nonprofit Management and Leadership*, the class will have access to the business plans created by the GSBI participants as “case studies,” and will be able to contact the entrepreneurs who created the business plans. In the fall of 2009, we will focus on the GSBI-2009 participants.

After the first five introductory sessions, the class will proceed with a series of “paired” sessions. The first session of each pair will cover an element of an SB business plan and how a social business plan differs from a “for-profit” business plan. In the second of each pair, the students will present and discuss the specifics of business plans from the GSBI participants.

Each student will select a GSBI-2009 participant for a case study, will analyze the business planning exercises and PowerPoint business plan presentations that the participant created for GSBI-2009, and will gather additional information on the business plan (from Web sites, email interactions with the GSBI-2009 participants, and other sources). During the course, the students will lead a discussion on their organization. For their Final Project/Exam, each student will complete a project for their GSBI-2009 organization. This project may be one suggested by the leader of the organization (e.g., a market study), or may be an analysis of the sustainability and scalability of their organization, including recommendations for revisions to the business plan to improve sustainability and scalability. The final projects will be made available to the GSBI participants.

Course Grade:

Class attendance/participation: 30%

Attendance: 20%

Leading/participating class case study discussions: 10%

7 weekly written reports: Business Plan Elements of GSBI Participants: 35%

Final Project: 35%

Analysis: 20%

Recommendations: 15%

Grading will be on an absolute scale (e.g., 90-94: A-, 95-100: A)



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Texts (available at SCU Bookstore or purchase online—e.g. from Amazon.com):

J. Gregory Dees, Jed Emerson, and Peter Economy, *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*, New York, John Wiley, 2002.

Essays on topics related to strategic issues in managing non-profits.

Arthur DeThomas Ph.D. and Stephanie Derammelaere, *Writing a Convincing Business Plan*, Third Edition, New York: Barron's Educational Services, 2008.

A popular "how to" book for small-business entrepreneurs in the U.S.

C.K. Prahalad, *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits*, Philadelphia: Wharton School Publishing, 2005.

Posits the opportunities for profits in providing goods and services to the 4B people who make less than \$1500/year. Focus is on opportunity for multi-national corporations. Provides excellent case studies in the text.

Optional Texts (for those who want additional information):

J. Gregory Dees, Jed Emerson, and Peter Economy, *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*, New York, John Wiley, 2001.

Essays on operational issues in managing non-profits.

David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York, Oxford University Press, 2004

Case studies of successful social benefit entrepreneurs

Hernando DeSoto, *The Other Path: The Economic Answer to Terrorism*, New York, Basic Book, 1989

Definitional book on the informal economy in Peru, with case studies of entrepreneurship in housing, retail trade, and transportation.

Allen L. Hammond, et. al., *The Next 4 Billion (Market Size and Business Strategy at the Base of the Pyramid)*, World Resources Institute, 2007, available at:

<http://www.wri.org>

The first comprehensive study of the market at the "base of the pyramid."

Geoffrey A. Moore, *Crossing the Chasm*, New York: Harper Business, 1991.

A "classic" book on scaling start-ups into sustainable, profitable businesses.

Peter Scholten, Jeremy Nicholls, Sara Olsen, Brett Galimidi, *Social return on investment (A guide to SROI Analysis)*, FM State of the Art Series, 2006 (available from: <http://www.svtgroup.net/interact/>)

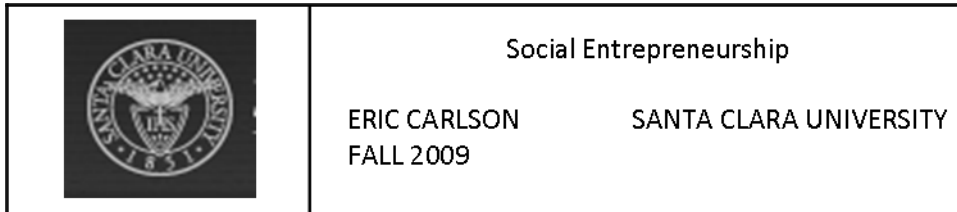
Practical guide to doing SROI analysis, including examples.

John Wood, *Leaving Microsoft to Save the World*, New York, Collins, 2006.

Personal story of starting Room to Read using business principles learned at Microsoft.

Muhammed Yunus, *Creating a World without Poverty: Social Business and the World of Capitalism*, Perseus Book Group, 2007.

Compelling book defining a social business, with motivation and example.



Articles/Reports: (all available online and provided in class)

“The Global Social Benefit Incubator,” Santa Clara University, Center for Science, Technology, and Society, Summer, 2009.

Stuart L Hart and Clayton M. Christensen, “The Great Leap: Driving Innovation from the Base of the Pyramid,” *MIT Sloan Management Review*, Fall 2002, 51-56.

Richard G. Hamermesh, Paul W. Marshall, and Taz Pirohamed, “Note on Business Model Analysis for the Entrepreneur,” *Harvard Business School Report* 9-802-048, January 22, 2002.

Robert Kaplan, “Strategic Performance Measurement and Management in Nonprofit Organizations,” *Nonprofit Management and Leadership* 11:3 (Spring 2001), 353-370.

James L. Koch, “Breaking Down Barriers to a More Equitable and Prosperous World,” *STS NEXUS* 8.1., Fall 2007, 8-15.

Roberts Enterprise Development Fund (REDF), selections from *SROI Methodology*(Chapters 1 and 2) and *SROI Report* (Guide), available at: <http://www.redf.org/publications-sroi.htm>.

W. A. Sahlman “How to Write a Great Business Plan,” *Harvard Business Review*, July 1, 1997.

John C. Sawhill and David Williamson, “Mission Impossible? Measuring Success in Nonprofit Organizations,” *Nonprofit Management and Leadership* 11:3 (Spring 2001), 371-386.

GSBI Participants Business Plans (available online):

GSBI business planning exercises (Target Market Segmentation, Value Proposition, Business Model) and GSBI Business Model and Business Plan PowerPoint Presentations from GSBI participants.

This course uses the Angel system for Lecture Notes and Assignments (Drop Box). The course is listed as: Fall 2009 Social Benefit Entrepreneurship MGMT 548; the instructor is: Eric Carlson, and the password to access the course is: GSBI2009.

Class	Topic
9/22	Overview of Social Entrepreneurship and Social Businesses (SB) Course Overview (How to access course on Angel) Readings: The Global Social Benefit Incubator Summary Koch article Prahalad, Preface DeThomas and Gensing-Pophal: Preface Dees et. al.: Editors’ Introduction
9/24	The Opportunity and Environment for SB Readings: Prahalad: Overview, Chapters 1 and 2



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Hale and Christensen article

- 9/29 SB Case Studies: Overview of GSBI-2009 Organizations' Business Plans
Students request GSBI Organization for Case Study
Readings: GSBI Business Plans (Angel)
- 10/1 A SB Example: Rural Africa Water Development Project (RAWDP),
Guest Speaker: Joachim Ibeziako Ezeji, Team Leader, and Brown University
Visiting International Scholar, Environment
Readings: RAWDP Business Plan PowerPoint, Angel
- 10/6 Overview of Elements of a SB Plan
SB Scalability and Sustainability Questions
Readings: DeThomas and Gensing-Pophal: Chapters 1 & 2
Sahlman article
Pralhad, Chapter 3
Dees et. al.: Chapters 1 and 10
- GSBI Case Study Assignments and Discussion of Class Reports and Project
Assign student leaders for class discussions of GSBI business plans
- For the next 7 weeks' classes, read: Prahalad, Part II, Section III (Jaipur Foot and Aravind Eye Care Systems)
- 10/8 SB Plan: Mission, Opportunity, Strategies
Readings: DeThomas and Gensing-Pophal: Chapters 4 & 5
- 10/13 GSBI Case Study Discussion: Mission, Opportunity, Strategy
Readings: GSBI Business Plans
Report #1 (Mission, Opportunity, Strategies) due
- 10/15 SB Plans: External Environment
Readings: Prahalad, Chapters 4, 5, and 6
Dees et. al.: Chapter 7
- 10/20 GSBI Case Study Discussion: External Environment
Readings: GSBI Business Plans
Report #2 (External Environment) due
- 10/22 SB Plan: Beneficiary (Market) Analysis
Readings: Dees et. al.: Chapter 2
Pralhad, Part II, Section II (Annapurna Salt and
Hindustan Lever Soap)
DeThomas and Gensing-Pophal: Chapters 6 & 7
- 10/27 GSBI Case Study Discussion: Beneficiary Analysis



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Readings: GSBI Business Plans

Report #3 (Beneficiary analysis) due

- 10/29 SB Plan: Operations
Readings: Dees et. al., Chapter 3
Pralhad: Part II, Section I (Casas Bahia and CEMEX)
DeThomas and Gensing-Pophal: Chapter 8
- 11/3 GSBI Case Study Discussion: Operations
Readings: GSBI Business Plans
Report #4 (Operations) due
- 11/5 SB Plan: Organization and Human Resources
Readings: Dees et. al.: Chapters 4, 5, & 11
DeThomas and Gensing-Pophal: Chapter 9
- 11/10 GSBI Case Study Discussion: Organization and Human Resources
Readings: GSBI Business Plans
Report #5 (Organization and Human Resources) due
- 11/12 SB Plan: Business Models
Readings: Dees et. al.: Chapters 6 and 9
Hamermesh et. al. article
DeThomas and Gensing-Pophal: Chapter 3, 10, 11
- 11/17 GSBI Case Study Discussion: Business Models
Readings: GSBI Business Plans
Report #6 (Business Model) due
- 11/19 SB Plan: Metrics and Accountability
Readings: Dees et. al.: Chapter 8
REDF report
Kaplan article
Sawhill and Williamson article
- 12/1 GSBI Case Study Discussion: Metrics and Accountability
Readings: GSBI Business Plans
Report #7 (Metrics) due
- 12/3 Investing in Social Businesses
Guest Speaker: John Kohler, Principal, Redleaf Ventures

Class Projects Due on Date of Final Exam



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