

# ENTR 406: SOCIAL ENTREPRENEURSHIP

Syllabus – Fall, 2014

---

Class meets:	MWF: 9:00-9:50; T 132	Lecturer:	Dave Wyman, Ph.D.
Office:	Tate Center, Room 411	Office Hours:	MW: 1:00 – 4:00
Phone:	858-229-9028	E-mail:	wymandm@cofc.edu

---

*“One person with passion is better than forty people merely interested.” ~ E.M. Forster*

## **COURSE DESCRIPTION:**

This course explores issues in not-for-profit entrepreneurship such as ways social reform can be enhanced by adopting principles inherent in sustainable business and ways outcomes can be measured to satisfy contributors and agencies. Readings, lectures, and case discussions will be used to explore these and related issues.

## **TEXT:**

Bornstein, David and Susan Davis (2010), *Social Entrepreneurship: What Everyone Needs to Know*, Oxford Press, ISBN: 978-0-19-539633-1

Schwartz, Beverly (2012) *Rippling: How Social Entrepreneurs Spread Innovation throughout the World*, Jossey-Bass, ISBN: 978-1-118-13859-5

Recommended book: Alexander Osterwalder & Yves Pigneur (2010), *Business Model Generation*, Wiley, ISBN: 978-0-07-180167-6.

## **COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Explain the basic concepts and language of social entrepreneurship
2. Identify and review social, ethical, environmental and economic challenges at local, national and international levels
3. Create new social business concepts that confront these social entrepreneurship challenges
4. Analyze the human side of social entrepreneurship and evaluate one's own entrepreneurial prospects
5. Successfully present team and individual ideas via persuasive written and oral presentations

## **SOBE LEARNING GOALS:**

This class addresses the four Learning Goals established by the School of Business and Economics:

1. Communication skills – written assignments and oral presentations
2. Global and civic responsibility – review of socially- and environmentally-responsible entrepreneurship; additionally global awareness is integrated throughout the course
3. Intellectual innovation and creativity – the SOLVE and Pechakucha assignments are designed to encourage innovativeness and require considerable creativity
4. Synthesis – the final project and case analysis applying experiential exercises with class lessons

**DEPARTMENT STATEMENT OF EXCELLENCE:**

The Department of Management & Entrepreneurship believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

**METHOD OF EVALUATION:**

Your final grade will be based on the following:

<u>Modules</u>	<u>Points</u>
Elevator Pitch	10
Pechakucha Text Presentations 2 x 20	40
Quizzes	50
SOLVE	50
Creating Social Change	<u>100</u>
	<b>250</b>

**GRADING SCALE:**

Late assignments will NOT be accepted. Final course grades will be determined as follows (percentages of total possible points):

	92 + = A	90-91.9 = A-
88-89.9 = B+	82-87.9 = B	80-81.9 = B-
78-79.9 = C+	72-77.9 = C	70-71.9 = C-
68-69.9 = D+	62-67.9 = D	60-61.9 = D-

**ACADEMIC INTEGRITY POLICY:**

Lying, cheating, attempted cheating, and **plagiarism** are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

### **DISABILITY STATEMENT**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

### **ATTENDANCE POLICY**

Attendance is critical in the business community. The policy on missed classes is to allow each student one absence, no questions asked, no penalty. All further absences over this limit will reduce the student's grade on a sliding scale of points thereafter:

1 Absence	Free
2 Absences	-5 Points
3 Absences	-10 Points
4 Absences	Fail

Four "absences" and the student will receive a final grade of **F**. Class meetings start promptly. Habitual lateness (and leaving class early) and/or use of laptops or cell phones during class will be noted as evidence of low course commitment and similarly be penalized as an absence. This policy is non-negotiable.

### **COURSE EXPECTATIONS:**

You will need to come to class prepared, having read the required materials or completed the expected assignment. As this course is taught in a studio format, there are few lectures from the readings. Most of the benefits of this course will only occur when students undertake the effort to engage in the many exercises and activities that are scheduled each week. This is a "hands on" course, where the learning and insights about the process of new venture creation are gained in direct proportion to the time devoted to these efforts. Showing up for each class session is a necessary but insufficient condition for meeting the course requirements. Students are expected to participate actively and thoughtfully with 100% participation grades. A lower participation grade will proportionately affect a student's grade total.

### **ASSIGNMENT EXPECTATIONS**

Expectations for Written Work: Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

### **USE of PDA DEVICES:**

The use of all PDA devices, including cell phones and laptop computers, pads and pods is expressly forbidden in the classroom during lectures and class discussions. Texting, receiving or sending messages,

cell phone use, or the use of laptop computers during these times will result in immediate dismissal from the lecture with an absence recorded. Students must keep these devices turned off and out of sight during class. It is a violation of this policy to keep such devices on your lap. Of course the use of these devices during team meetings in class to prepare cases or assignments is not prohibited.

### **ELEVATOR PITCH – 10 points (Individual)**

Imagine you find yourself in an elevator with a potential investor; you have one minute until the door opens to make a convincing explanation of your lean social business idea. Your challenge is to find an idea that you are passionate about and that has the potential to be the next impactful social venture, but that requires less than \$10,000 to start. The lean pitch is 60 seconds.

### **RIPPLING PECHAKUCHA PRESENTATIONS – 20 POINTS x 2**

PechaKucha Night was devised in Tokyo in February 2003 as an event for young designers to meet, network, and display their work in public. The presentation format involves presenting a PPT image every 20 seconds. Teams have 5 minutes to present (15 slides). This format makes presentations concise, and keeps things moving at a rapid pace.

Students will form teams and make 5-minute PechaKucha format presentations from our text: Rippling. Please identify the social problem and its innovative solution. Adopting the Ashoka model of systems-changing solutions, present the 'before' system and 'after' system that the social entrepreneur is targeting. Examples of systems sketches are available at [www.scribd.com/Ashoka-Impact-Study-2010/d/29623207](http://www.scribd.com/Ashoka-Impact-Study-2010/d/29623207). What lessons can we apply to our own social entrepreneurship projects?

Please note that not all members of a team may receive the same grade (e.g. dressing in jeans reduces a student's personal grade by 2 points). All presentations start promptly at the beginning of class unless otherwise informed.

### **QUIZZES (INDIVIDUAL) – 50 POINTS**

There will be 5 quizzes throughout the semester. Quizzes will require knowledge, understanding and application (i.e., not just regurgitation of definitions) of entrepreneurial concepts covered in the texts and in class. Questions will be a mix of multiple choice, short answer and essay. You must be present to take the quiz. There will be no make-ups – if you miss class you receive a zero for the quiz.

### **SOLVE PROJECT – 50 Points (Team)**

SOLVE – Social Opportunity Lean Ventures Exercise – is designed to assist teams in the genesis of ideas for new social business concepts and help move them toward the formation of potential new companies. The only constraint is that the project must be practical – ideally, the business opportunity should be local and cost less than \$10,000 to start.

For each SOLVE presentations, you have 2 minutes exactly to present your 6 slides. Please bring a thumb drive so that we can instantly load the presentation.

SOLVE 1      The Problem: What is the problem, need or desire that you are solving?

The Customer: Which customer segments or organizations do you plan to serve?

Value Proposition: What are the selected products or services meet the needs of your customer?

SOLVE 2      The Channels and Customer Relationships: How will you reach your audience and win customers over?

Revenue Streams; How do you make money?

SOLVE 3      Key Resources and Key Activities: What important assets and activities are required to make your business model work?

Key Partners: Who are the network of suppliers and partners that make your business model work?

SOLVE 4      Costs: What costs are incurred to operate your business model?

Sustainability: How do you make your project sustainable (and profitable?) over the longer term?

Help: How practical is your project? Where do you need help?

The final SOLVE presentation consisting of 15 slides is strictly limited to 5 minutes. Your peers will help assess your final grade as they select the best SOLVE presentations.

At the end of SOLVE, you will be asked to evaluate yourself and the peers on your team. Students are expected to have 100% peer evaluation grades. A lower participation grade based upon the feedback the instructor receives from the rest of the team will proportionately affect a student's SOLVE grade.

### **CREATING SOCIAL CHANGE – 100 POINTS**

Students will complete at least 20 hours service for a local social change organization during the course of the semester. If you already volunteer for an organization or have identified an organization where you would like to volunteer, you may seek my approval to do the assignment on your existing efforts. Substantive class time off designed as "social enterprise days" is provided for the students to complete this project.

Upon completion, students will provide a case presentation of the project at the end of the semester. This presentation will consist of two parts: oral presentation and written presentation. Each is worth 50 points.

First, prepare a 15-slide Pechakucha presentation of your project and include specific measurable details on how the project was:

1. Innovative
2. Impactful (including empowering beneficiaries)
3. Sustainable

What lessons did you learn from the experience about social entrepreneurship that you could not have gotten from a reading, video, or lecture?

Secondly, as your final exam please turn in a PDF executive summary of your project. The final exam is due in PDF format by e-mail on the exam date and time as specified in the College calendar. The final exam is 4 pages:

1. Executive summary – create a two page executive summary that summarizes your PPT presentation. Please make the written presentation visually attractive and meaningful – include photos and graphics where appropriate (pages 1-2)
2. Signed time sheet for the hours that you worked with for this organization (page 3)
3. Verification that you have completed the student assessment of instructors (page 4)

#### **ENTREPRENEURSHIP MINOR / CONCENTRATION:**

The entrepreneurship minor or concentration are ideal for anyone that plans to eventually own their own business, work for/with someone else starting a new business, work at a small or large entrepreneurial company or in any job that requires a combination of business skills and creative thinking.

#### **SOCIAL ENTREPRENEURS IN RESIDENCE:**

The class is delighted to introduce two guests who will provide regular insights into the process and experiences of Social Entrepreneurship.

- Jason Torres 843-425-4086 jtorres@citadel.edu
- Debbie Mohr 610-256-4164 mohrdc@g.cofc.edu

#### **ENACTUS:**

Enactus is the largest student organization in the world, dedicated to teaching others concepts such as entrepreneurship and business ethics. Enactus is *is a great networking opportunity and resume builder*. Enactus is a global non-profit organization and runs projects like Technology for Africa, Lemon-Aid Stand, and CUBE coffee and snack bar.

#### **WILD PITCH**

In collaboration with the Harbor Accelerator and the Charleston Chamber of Commerce, the Sotille Theater will host Wild Pitch on October 30 from 2 to 5 pm. Twenty students will make one-minute elevator pitches for the \$1,000 first place prize. The top three student pitches in our class will receive an automatic entry into the Wild Pitch contest. This is an excellent chance to see pitches from students, the community and the Harbor Accelerator's companies and to network with entrepreneurs and angel capitalists.

## Tentative Class Schedule

Week	Date	Topic	Schwartz	Bornstein	Assignment
1	August 20 August 22	Introduction Ethical Leadership			Student Fact Sheet
2	August 25 August 27 August 29	Social Entrepreneurship Week			
3	September 1 September 3 September 5	Design Thinking		1-26	Form Groups Quiz 1
4	September 8 September 10 September 12	Lean Launch Model		26-47	Quiz 2
5	September 15 September 17 September 19	SOLVE 1		48-74	Quiz 3
6	September 22 September 24 September 26	SOLVE 2		75-120	Quiz 4
7	September 29 October 1 October 3	SOLVE 3	Pechakucha		Social Enterprise Day
8	October 6 October 8 October 10	SOLVE 4	Pechakucha		Social Enterprise Day
9	October 13 October 15 October 17	SOLVE FINAL	Pechakucha		Social Enterprise Day
10	October 20 October 22 October 24		Pechakucha		Social Enterprise Day
11	October 27 October 29 October 30 October 31		Pechakucha		Social Enterprise Day  <b>Sotille Theater 2-5 pm</b>
12	November 3 November 5 November 7	<b>Fall Break</b>	Pechakucha		
13	November 10 November 12 November 14		Pechakucha		Quiz 5
14	November 17 November 19 November 21	Social Change Social Change Social Change			Presentations
15	November 24 November 26 November 28	Thanksgiving Thanksgiving			Social Enterprise Day
16	December 1	Lessons in Soc. Ent.			

**It is each student's responsibility to attend class and hear any schedule adjustments from me and regularly check our class Blackboard site for changes to the schedule and other course information. I reserve the right to modify this syllabus.**