MGMT 212/810: Social Entrepreneurship (1.0 cu)

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This syllabus is a game plan subject to moderate change, it is not a contract

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<u>Materials</u>
- **Textbook" "The Social Entrepreneur's Playbook" by MacMillan and Thompson**
- **Bulk pack**

<u>Course Description and Philosophy</u>

Please note this is NOT a course in not-for-profit or NGO management. Please note, this is NOT a course in not-for-profit or NGO management.

This **is** a course on creating a business to attack a social problem and thereby accomplish both social impact and financial sustainability. For this course, social entrepreneurship is defined as entrepreneurship used to profitably confront social problems. This definition therefore views social entrepreneurship as a distinct alternative to charitable or public sector initiatives. The basic thesis is that many social problems, if looked at through an entrepreneurial lens, create opportunity for someone to launch a venture that generates (perhaps modest) profits by alleviating that social problem. This sets in motion a virtuous cycle – the entrepreneur is incented to generate more profits and in so doing, the more the profits made, the more the problem is alleviated. **Even if it is not possible to eventually create a profit-making enterprise, the process of striving to do so can lead to a resource-leaner not-for-profit entity,** so the concepts and tools in the course can be, and have been useful in creating and managing not-for-profit and charitable organizations**.** .

Creating a profitable social entrepreneurship venture is by no means a simple challenge. It involves deeply understanding how to prioritize a multi-mission entity, how to analyze and engage traditional agencies, how to formulate political strategies to develop influence and social assets in target beneficiary markets, how to forge negotiating strategies for securing resources, how to capture publicity for the enterprise, and generally how to minimize resource requirements.

Note: MGMT 806: *Formation and Implementation of Entrepreneurial Ventures* and MGMT 810 apply a similar theoretical framework to businesses with differing value propositions; therefore, students should **not** plan their program of study to include both of these courses. There is considerable overlap.

COURSE COMPONENTS

The course comprises four major components: 1. A social Venture business plan in the form of a thorough presentation, backed up by a comprehensive PowerPoint deck. 2. A readings report. 3. Three NationBoosting Presentations. 4 Class participation.

1. **Social Venture Business Plan (SVBP) (55% of grade)**

Student in groups of five to seven groups will conceive of possible social wealth generating ventures and then develop a plan to seed the formation of a business as a formal experiment. Our hope is that a meaningful fraction of these plans will result in the actual launch of a social entrepreneurship enterprise.

The development of business plans for societal entrepreneurship ventures poses a significant challenge. Unlike an entrepreneurial project, where the prime purpose is the creation of a rent-generating enterprise, in this course we will be looking at dual pursuit of social wealth alleviation and rent generation, accompanied by the development of a dual objective business plan.

Thus a major component of the course is for teams of students to develop a Social Venture Business Plan **in PowerPoint format**. Individual students' grades will be determined by the score their team receives, adjusted by a peer review rating of their contribution, as described below.

"Living Case Study" Methodology

In addition to some traditional cases this course will employ what we call a "living case" methodology. The class will be exposed to actual social enterprises that are underway, and be expected to make recommendations reflecting what they have learned in the course. A social entrepreneur will present operational or strategic challenges that he or she is facing in their social entrepreneurship venture. Then class members will be expected to participate in the live case studies by making suggestions and presenting possible solutions to the speaker's challenges.

2. **Readings Report: Project Team report (10% of grade)**

In addition, a considerable component of the course will involve your reading and internalizing theoretical materials germane to social entrepreneurship venturing. You will be asked to submit a readings report which summarizes the key insights you obtained from the readings and the degree to which they applied to your projects. **This is a project team report**.

Readings report description

Main report. Your five page report should describe how the bulk pack (**not textbook**) readings applied to your societal venturing project. The structure is simple: Pick the five readings that you think were the most useful for

a decision your team made about your venture. The reading does not have to support your decision, but please explain what concepts and conclusions were useful to you and how you incorporated the learnings into your venture.

Appendix: List all readings (including your five most useful) and rate each reading's usefulness along the spectrum: no value, some value, useful, very useful.

Recommended additions and deletions. After the appendix also include recommendations of any readings your team is aware of that did not appear in the required readings list, but you feel should be included. Also indicate any readings from this course that you had in **other** courses, and which courses these were.

This report will then be used to enhance the readings the next time the course is offered. . **This is a project team report**.

3. **Nation Boosting Presentations (15% your grade)**

Your team will be asked to make **three** presentations of proposals to make a Nation Boosting intervention that will attend to and ameliorate a distressed social situation, at a national level, using tools you have learned in the course. Your team will present the results of work you have done in class presentations which will be scored by the rest of the class – we call this "crowd-grading". This is part of the course is going to push you to the edge of your creativity, so this course is not for the faint of heart or feeble of spirit! The details of each presentation will be explained in the course of the program.

4. **Class participation (20% of grade)**

You have good experience and sharp intellects. There is much we can learn from these, so we expect you will demonstrate these endowments by active contribution to the class discussion

Prerequisites

MGMT230 or MGMT801 are strongly recommended prerequisites. It is expected that much of the materials covered in MGMT 230 or MGMT 801 will have already been mastered or will be mastered early in this course. The assigned readings in the course are heavy at the beginning of the course. As you get into the course your time will be spent preparing your SWBP, so reading load will be reduced. For each session the required readings must have been studied in advance.

From time to time, mid-course changes in presentations or materials may be made to accommodate schedule changes of visiting speakers.

Bulk pack

The bulk pack is divided into two components: Required Readings and Supplemental Materials. Mastery of the required readings should be demonstrated in the final business plan presented at the end of the program. The

supplemental materials are provided for those students who are determined to pursue a career focused on social entrepreneurship and want more insight and depth of understanding of the challenges they will face.

Venture teams

Extensive group work outside of class is an essential part of this course. Course participants are to form social venture teams of **at least five students** whose talents, skills and knowledge are preferably complementary. If students are not in project teams by the project team formation deadline they will be assigned to a team. Student project teams should sit together in the class since we shall be doing some in-class workshops on the team projects.

Your Team's Assessment of Your Contribution to the Team Effort

You will be asked to use the team member evaluation form (attached at the end of the syllabus) to rate the contribution of each of the team members by assigning a percentage effort score to that member. These scores will be used to calculate the weight that will be applied to the individual's teamwork

Allocate EACH member except yourself up to 100 points. **So, if you think all members contributed equally, each would get 100 points from you**. If a team member did not contribute as much as others, that low contributor team member should get less than 100 points. So someone who you think only put in half the effort of others would get 50 points. The scores will be consolidated as in the example below.

PERCENTAGE GIVEN TO →		Given TO Person A	Given TO Person B	Given TO Person C
PERCENTAGE GIVEN BY →	**BY** Person A	NA	100	65
	BY Person B	85	NA	55
	BY Person C	75	100	NA
AVERAGE		80	100	60

In second row of the example above A felt B had contributed a great deal so B's effort was scored 100 by A, whereas A felt C had not contributed much and so a score of only 65 was given by A to C. As you work through the table you will we see that this team was (unusually) dysfunctional) – only B was deemed to have made a 100 percent contribution by the other two team members

GRAND AVERAGE (80+ 100+ 60)/3 = 80

The Member Weighting will then be calculated as follows:

	Person A	Person B	Person C
Weighting = Avg./Grand Avg. = Adjustment	80/80	100/80	60/80
Adjustment	1	1.25	.75

So if the team report score was 70 points then:
Person A would get 1.00 x 70 = 70
Person B would get 1.25 x 70 = 88
Person C would get 0.75 x 70 = 53

To repeat, the following weights determine the final course grade:

- **55%** of your grade will be based directly on the grade given to the team for the SWBP, **adjusted by the group weighting system described above**

- **15%** of your grade will be based on your Nation Boosting presentations, **adjusted by the group weighting system described above**

- **10%** of your grade will be based on the readings report **adjusted by the group weighting system described above**

- **20%** of your grade is based on individual class participation

Some ground rules: If you elect to take this class you are assumed to agree to the following conditions:

1. **If you are an MBA, y**ou recognize that the course is graded to the curve for MBA's.
2. You recognize that a significant percentage of your grade will be dependent on project team work, and will therefore abide by the weighting score developed from your peer project team members' ratings of your contribution.
3. No cell phones. No texting/use of Smartphones, etc.

<u>Confidentiality</u>

The University is a community for the exchange of ideas and knowledge; policy discourages confidentiality arrangements. In those instances where confidentiality does not interfere with class learning, the instructor will honor requests for confidentiality of student projects on a case-by-case basis. Students will be expected to respect the intellectual property of others.

DETAILED SYLLABUS: **This is an initial schedule, subject to modest change.** The numbers in the column headed "Readings" are the numbers of the articles in the readings list below.

TE	TOPIC	MATERIALS DUE	READINGS
11	INTRODUCTION	**Playpump video** Course Introduction	**CHix**
18	Experience profiles: Name Rank and Serial Number	**Playpump 2 video** **My name, my last degree, my last job, any experience with startups and social mission**	1,2, **CH1,**
23	Project proposals and team formation NationBooster 1 - Life Hassle: Briefing	**Maximum three minute proposal of social venture: specifying problem and solution**	4, **5, CH2**
25	Fragmentation/Segmentation Design Thinking for Social Enterprises	**Hippo Roller Video**	3,8, **CH3**
30	**Living Case: Samir Mithal – Waterhealth International**	**TEAM FORMATION COMPLETED** **If you are not in a team of five by now you will be assigned to one**	6, 12
1	Beneficiary Experience Table Deliverables Table	Team project: Fragmentation analysis and seed segment selection	9, **CH4**
6	Most Competitive Alternative (MCA) Table, Capabilities Table,	Team project::Beneficiary Experience Table	**CH5,**
8	**Living Case: Steve Polsky - Juvo**	Review Juvo website	13 14
13	Cost type and Asset type tables	Team Project: MCA table, Capabilities Table	17,18,19
15	NationBooster 1 - Life Hassle: Presentations	**NationBooster 1 - Life Hassle: Presentations**	**CH6**
20	**Living Case: Yoni Benyehuda - Ripyl**	Ripyl PowerPoint Deck	
22	NationBooster 2 – Netware: Briefing DDP Framing and Scoping	**Global Missed Calls Video** Team project:: Deliverables and Capabilities Tables	7,**CH9**
27	**Living Case: Alicia Polak - Bread Project**		**CH10**
1	DDP Operations Specification and CheckPoint/Assumption tables	Team Project: Cost and Asset Type Tables	**CH11**
13	**Living Case: Josh Stein – Adherence**	Team Project: First Framing And Scoping	10,11
15	NationBooster 2 Netware - Presentations	**NATIONBOOSTER 2 - Netware: Presentation**	**CH6**
20	Sociopolitical strategy: Stakeholder analysis NationBooster 3: Fallow Talent - Briefing	**Support for the Elderly Video**	**CH7**
22	Sociopolitical strategy continued		**CH8**
27	**Living Case: Martin Ihrig – Educational Entrepreneurship**		
29	Beneficiary risk assessment, Attribute mapping	Team project: Operations specification	20, 21
3	**Living Case: Anshuman Lath – Solar Energy Harvesting**	Team project: Checkpoint assumption Tables	
5	NationBooster 3: Fallow Talent presentations	**NATIONBOOSTER 3 - Fallow Talent: Presentation**	
10	Critical negotiations, Scaling, Readings report Briefing	Team Project: Concept Statement	
12	**Living Case: Morgan Snider- SweetBites**	Team Project: Stakeholder analysis	**CH12**
17	Aspirations Cascading Publicity Strategy	Team project: Sociopolitical strategy	**CHS13**
19	**Living Case: Gene Wade**	Team project: Critical negotiations	**CH14**
24	Final Presentations		
26	Final presentations cont.		
27		**Readings report; Venture Business Plan PowerPoint Deck due at noon** **Weightings of team member effort due at noon**	

Readings list.

1. The Not-So-Great Professor: Jeffery Sach's Incredible Failure to Eradicate Poverty in Africa
2. The Ideology of Development
3. Design Thinking for Social Innovation
4. Microlenders, Honored With Nobel, Are Struggling
5. Serving the World's Poor, Profitably
6. Is the Bottom of the Pyramid Really for You?
7. Discovery-Driven Planning
8. PATH Case study for MGMT 810 Student Version
9. Virtuous Capital: What Foundations Can Learn from Venture Capitalists
10. Sources of Financing for New Nonprofit Ventures
11. Where The Money Is
12. Why Some Countries Go Bust
13. A Social Entrepreneur's Quandary: Non Profit or For Profit?
14. The Charitable-Industrial Complex
15. Meant to keep mosquitos out….
16. Putting Charities to the test
17. Bridging the clothing divide
18. Altering clothes and lives, with design
19. Learning to speak lingerie
20. Welcome to the failure age
21. The Power of Failure

TEAM MEMBER EVALUATION FORM

(to be submitted on the last day of class)

You may send via email

Team Name:	
Your Name:	

Team Member's Name (Please print)	% Effort (Min 0%, Max 100%)

DO NOT RATE YOURSELF

NOTE: Allocate EACH member up to 100 points. **So if all members contributed equally each gets 100 points**. If particular team members did not contribute as much as others each low contributing team member will get less than 100 points.