Course Information Packet

BUS340/BUS340

Seminar in Social Entrepreneurship

For students taking BUS 340/ENT340 in the
Fall 2011
Packet includes course syllabus, course schedule,
course style guide.
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The University of North Carolina Greensboro
Bryan School of Business and Economics
Department of Business Administration

BUS/ENT 340

Spring 2011 (3 Credit Hours)

I.   INSTRUCTOR INFORMATION:

Instructor: Channelle D. James, PhD

Office: Room 327, Bryan

Office Phone: 336-334-3907 (it is best to contact me through email)

Office Hours: By appointment only

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Web Access: www.blackboard.uncg.edu

II.   <u>COURSE DESCRIPTION</u>

Social entrepreneurship is a growing field that depends on market driven practices to create social change. Social entrepreneurs leverage available economic resources and innovation to support their passion to have a positive impact on the global and local community.

Social entrepreneurship is a critical topic for students and professionals who plan careers in both for-profit and not-for profit organizations. A global interest in ecological, economic, political and social welfare requires that organizations respond wisely to societal demands. An examination of social entrepreneurship provides the framework for understanding and practicing socially responsible behaviors. Proponents of social entrepreneurship recognize that innovation, creativity, adaptation and planning are key ingredients in creating ventures that respond to critical social needs.

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This course is divided into four parts to provide a comprehensive view of social entrepreneurship:

- Defining social entrepreneurship and highlighting examples of successful social entrepreneurs.
- Exploring the impact of social entrepreneurship on social, economic, and political issues from a global and local perspective.
- Understanding and utilizing entrepreneurial skills to address social issues.
- Developing social enterprises with a focus on innovation and concept creation.

III.   STUDENT LEARNING OUTCOMES:

Students who take this course will be able to:

- define social entrepreneurship.
- identify, recognize, and evaluate social enterprises.
- describe the pivotal experiences of social entrepreneurs.
- discuss and analyze leadership practices used in social ventures.
- discuss the impact of social entrepreneurship from a global perspective.
- create and develop socially responsible practices (ventures) for use in for-profit, governmental and nongovernmental organizations (NGO'S).
- articulate a personal position on relevant social issues and best practices for addressing these issues

IV.   SPECIFIC OBJECTIVES

Upon completion of this course, the student will have successfully:

1. Developed a course blog on social entrepreneurship and successfully marketed the blog to the campus community.

2. Worked successfully in a team of diverse personalities, being provided with the opportunity to examine, critique, support, complicate, and innovate the personal positions of each member of the team on important social issues.

3. Reflected upon and described the cutting edge, real life lessons learned from contemporary social entrepreneurs about the use of innovation and entrepreneurial practice for social good.

4. Worked with a social entrepreneur being provided with the opportunity to: learn venture practice, experience firsthand the service of affected communities, and evaluate the success of a social venture.

5. Interviewed a social entrepreneur using standard interviewing techniques.

6. Analyzed and presented three cases concerning critical issues for the social entrepreneur.

7. Used evaluation methods related to social responsibility, sustainability, and successful venture creation.

V.   EVALUATION METHODS

	Course Components	Pts.
A	**Team Formation Contract** Students will work in teams in this course. You must become an effective member of your team and through your interaction you should develop skills that will help you better understand the importance of working in community with others. You will develop a contract that will guide interactions among team members. Your team contract is due on January 24, 2011. Every member of your group must sign a copy. You need enough copies for each member of the team and one for the instructor.	5
B	**Course Blog:** The whole class will create and maintain a blog on Social Entrepreneurship. This blog should include weekly blog entries, videos, and photos that help express what you are learning about social entrepreneurship. You need a blog entry for each topic we cover in class. Your blog will also focus on your project for the semester and will include your reactions to course topics. Your group will coordinate what is to be written for each blog. Your	10

blog should show your understanding of course readings and as a result require APA style documentation. In your blogs you should focus on how notions of community can be learned from the topic. Also you should reflect on the global implications and on how the topic relates to your life in North Carolina? Guiding questions for blog will be provided to you in class starting January 12, 2011 and are due by the next Wednesday.

C **Case Studies (3 cases)** (cases will be averaged together to create a case grade for the semester):   20
Case studies are a key element of this course. The cases used have been selected to illustrate situations that are faced by social entrepreneurs. Some are complex and will require considerable thought and analysis. Students will be assigned to groups in order to develop responses to course case studies. The group is expected to draw conclusions, recommend a course of action, and be prepared to explain group decisions during class discussions. For each case, the group is required to write a reflection paper (two pages) that outlines what has been learned after reviewing the case and related course readings.

Case Study 1 Due Feb 14th
Case Study 2 Due March 14th
Case Study 3 Due April 18th

D **Project proposal**   5
After your team has discussed your interests in Social Entrepreneurship you will choose a social entrepreneur with which to volunteer. You need to write a proposal that describes the social entrepreneur and the work you plan to do for the social entrepreneur. You will receive an outline detailing what you should include in the proposal. Proposals are due: February 7, 2011.

E **Topic Presentation**   20
You will be assigned to a partner and the two of you will present on a topic outlined in the course syllabus. After picking a topic your team will find a book related to the topic and present

information in a report. Your presentations should be 20 minutes. You should choose a book that provides clarity to the topic as discussed in class. In your report you should include:

1. Why you choose the book?
2. How does the book teach about the topic as expressed in the course?
3. What are the pros and cons of the writer's view in regards to social entrepreneurship?
4. Highly examples used by the author to make a point.
5. What overall lesson should we get from the book?

F.   **Final Project**   40

The instructor will provide students with an information sheet describing this assignment. You will work in teams to complete the project. The project requires that you spend 18 hours working with a social entrepreneur so that you understand issues related to developing similar enterprises and the social issues you can address with market driven approaches.

GRADING SCALE:

A+	98% -100%	C	73% – 77%
A	93% – 97%	C-	70% – 72%
A-	90% – 92%	D+	68% – 69%
B+	88% – 89%	D	63% – 67%
B	83% – 87%	D-	60% – 62%
B-	80% – 82%	F	Below 60%
C+	78% – 79%		

FINAL GRADING DESCRIPTIONS:

A Excellent—indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B Good—indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C Average—indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal

ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

D Lowest Passing Grade—indicates work that falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F Failure—indicates failure that may not be made up except by repeating the course.

I Incomplete—indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.
Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned the student's average grade and the specific work that must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Student Academic Services. Also see section "Removal of Incompletes."

VI.   TEACHING TECHNIQUES

Content is delivered through lectures, class participation, article reviews, case studies, lecture presentations, and a field based practicum experience. Because this is a seminar course students are expected to communicate effectively on course topics. In the course knowledge will flow in multiple directions between the students and faculty, and then also between the students themselves. The free flow of ideas is an important part of this course. Each member of the course is expected to show the greatest amount of respect for everyone in the course.

VII.   ATTENDANCE POLICY

Students are expected to attend every class. **You will receive 5 points off you final grade for every day you miss from the course.** After 3 absences you will be administratively withdrawn from the course. Students who do not regularly attend class will not pass the course.
 NOTE
Attendance alone does NOT equal participation. Participation is essential to passing this class. It is also in keeping with AACSB Strategic Management Standards, which emphasize a more active and participative role of students in the educational process.

It is your job in the course to make it known that you are participating through dialogue and performance. This is a seminar course which means that as a student you are heavily involved in creating the learning environment. For each class we will focus and talk about a particular topic around social entrepreneurship. Dialogue is very important for the course and we will use the "Socratic" method. This means that you will be expected to offer a thesis on questions posed in the course. In the case of this course I hope you will use what you learn in the process of practical problem solving about social issues.

14. Student Educational Responsibility

Individual students:
- Operate with integrity in their dealings with faculty and other students.
- Engage the learning materials with appropriate attention and dedication.
- Maintain their engagement when challenged by difficult learning activities.
- Contribute to the learning of others.
- Perform to standards set by the faculty

Students are expected to attend class, to arrive in class prepared, to actively participate in class and on the Blackboard site when directed and to approach the various in-class activities with an open mind and positive attitude.

****Please note the following policies****:

Class assignments are due at the start of class on the due date assigned.

Students (even if you are a part of a group) will not get credit for assignments if they do not attend class the day the assignment is due. Other students cannot turn in assignments for students who are absent without an excuse.

Students that do not come to class do not have the privilege of receiving information about course assignments.

Sometimes course groups will meet in class and if you are absent you will have missed an important group meeting. This might mean that you will receive a negative evaluation from your team mates.

Students may make alternative arrangements for turning in and receiving information on course assignments if they have a prior discussion with the

instructor. Prior arrangements are based on evidence of a legal, medical, or psychological reason documented by a professional. Your excuse must match the dates of your missing assignments. It is the instructors right to decide if your decision is acceptable for missing class. Please view the following University policy on attendance:

University Policy on Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility
1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.

2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.

3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility
1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course

VIII.   <u>TEXTBOOK AND REFERENCES</u>
<u>Required Text</u>

Readings will only be announced in class

Alliance, Social Enterprise. (2010). *Succeeding at Social Enterprise: Hard-Won Lessons for Nonprofits and Social Entrepreneurs*. Wiley.

Lynch, Kevin & Walls, Julius (2009). Mission, Inc.: The Practitioners Guide to Social Enterprise.

Coelho, Paul (2008). The End of Charity. Allen and Unwin

<u>Additional Readings & Materials</u>

Students will often be asked to access journals from Journal Finder at the University Library website.

<div align="center">Schedule</div>

CP means that this is a practicum day. The instructor may require students to come to class to a particular day and you must be in attendance if that happens. Do not schedule unrelated activities during that time which will keep you from coming to class.

Topical areas	Topics (Readings will be announced in class)
January 10, 2011	Course Introduction Identifying Course Materials Formation of Course Teams – Expectations of Teams What is a Seminar Course?
January 12, 2011	What is Social Entrepreneurship? What is the world coming to? The Millennium Development Goals Report http://www.un.org/millenniumgoals/pdf/mdg2007.pdf
January 17, 2011	Dr. Martin Luther King Jr. Holiday
January 19, 2011	What is Social Entrepreneurship? Continued
January 24, 2011	What is community in Social Entrepreneurship?

	Team Contracts Due
January 26, 2011	Defining project idea
January 31, 2011	Aligning Mission and a Social Venture Value Centered Market Economics Doing Good Versus Doing Well: Balancing Impact and Profit
February 2, 2011	CP Meeting with Community partner
February 7, 2011	Project Proposal Due Business Models for Social Entrepreneurs
February 9, 2011	CP
February 14, 2011	Case One Due Funding and Social Ventures
February 16, 2011	CP
February 21, 2011	Sustainability: What does it really mean?
February 23, 2011	CP
February 28, 2011	Image, Advertising, and Communications
March 2, 2011	CP
March 7, 2011	Spring Break
March 9, 2011	Spring Break
March 14, 2011	Case 2 due Highly Preforming Social Action Teams
March 16, 2011	CP
March 21, 2011	Advocacy and Social Enterprise
March 23, 2011	CP
March 28, 2011	Innovation and Technology Strategies
March 30, 2011	CP
April 4, 2011	Measuring Performance
April 6, 2011	CP
April 11, 2011	Barriers to Social Entrepreneurship
April 13, 2011	No class
April 18, 2011	Case 3 due Leadership
April 20, 2011	Community Presentation Preparation
April 25, 2011	Presentation of Final Projects

Style Guide

Please be careful about the presentation of your work for MGT 340. A part of your grade is tied to your ability to represent your thoughts and concepts in a professional manner. You work should always:

- Include reference to course materials and readings
- Edit for clarity, grammar and spelling.
- Write in a convincing and compelling manner.
- Use APA style of documentation
- Use University Writing Center to help in editing if needed.

Use these additional tips from The University of North Dakota Website:

http://www.google.com/search?q=Tips+for+using+APA+style+presentation&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=1I7SKPB_en

Tips for Writing a Research Paper in APA format:

Basics:
- A research paper (especially one that requires APA style) is different than a term paper, a creative writing paper, a composition-style paper, or a thought paper.
- A research paper requires you to leave out any personal information (both as content or in your writing style – see below) and to focus on research findings that have been put forth previously (the Intro section), that you have looked at and how (the Purpose (hypothesis), and Method section), and what your findings were (the Results and Discussion section).
- Research papers although generally similar may have different requirements depending on the course (and more specifically the instructor). This is not meant to confuse or frustrate students, rather it comes out of the requirements for publication that vary among fields (e.g., the type of information and the way it is presented has different requirements for behavioral journals than for social psychology journals). Best advice is to follow your instructor's guidelines!
- APA style although similar may change over the course of time – information such as how to write the reference section has been changed from edition to edition in the APA Publication Manual

General Tips on Writing Style:

- Impersonal style – as a guideline minimize using first person (e.g., "this study was conducted…" rather than "we conducted this study…") although there are exceptions; see the APA Publication Manual for any questions about this
- Do not include any personal statements or anecdotes (e.g., "I was interested in studying eating disorders because my sister was diagnosed with…" does not belong in a research paper!)
- Verb tense – as a guideline use past tense (e.g., "the results indicat**ed**" rather than "the results indicate") although there are exceptions; see the APA Publication Manual for any questions about this
- Contractions – do not use contractions! (e.g., "it does not follow" rather than "it doesn't follow")
- Biased language– keep up to date with appropriate terms, especially if you are writing a paper that involves gender, race, ethnicity, sexual orientation, etc. The APA Manual includes information about terms that are deemed appropriate for use in research papers
- Citations – be sure to cite your sources. Try to paraphrase as much as possible (as opposed to quoting)…a couple of ways to do this:
1. State a fact or make a claim in the text; then cite your source in parentheses within the same sentence: "It has been demonstrated that immediate recall is extremely limited for 5-year-old children (Jones, 1998)." OR "Previous research has shown that response to an auditory stimulus is much faster than response to a visual stimulus (Smith & Jones, 2003)."
2. Can use source as the subject of your sentence: "In a related study, Jones (2005) found that…" OR "In a similar study, Jones and Smith (1999) found that…"

When grading I will use the following criteria to evaluate your work:
Sections of an APA formatted research paper:
Title Page
- Should include a running head, title, author name(s), and affiliation – all double-spaced (should *not* include instructor's name, name of the course, etc.)
- Running Head – left aligned at top of page; keywords from title; all caps
    - Ex: "Running Head: USING APA FORMAT"
- Title – centered about half-way down page
    - Ex: "Correctly Using APA Format in a Research Paper"
- Name – centered under titled
    - Ex: "Jane Smith"
    - Affiliation – school you are attending; centered under name(s)
    - Ex: "University of North Carolina Greensboro"