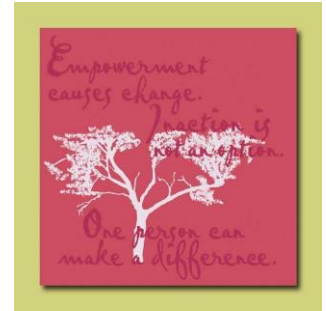


SOCIAL ENTREPRENEURSHIP: BUILDING AN ORGANIZATION TO CREATE SOCIAL CHANGE

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Please feel free to come visit me or schedule an appointment if questions.



Social entrepreneurs are gaining international attention motivated by change and to see the world as it can be, not as it is. Students in the course are expected to be active participants in the creation of solutions to the address a social problem. The intention of the course is to combine the Wingate University goal of serving others while deepening students understanding of the world around you, and use your skills and knowledge to make a positive impact and ultimately to serve a disadvantaged population either locally or in another part of the world. This interdisciplinary course will help students from all majors learn how social entrepreneurship can create a better world (nursing and pre-med majors can develop affordable health services, religious studies majors are exposed to tools to help them live out their mission to serve, political science majors can learn how to develop partnerships with international organizations, and psychology majors can address gender equality and empowerment. This course is important to anyone who wants to become an agent of change in the social sector, to learn how to help individuals design and launch social entrepreneurial for profit, non-profit and hybrid organizations, to become involved in social investing and philanthropy, and for individuals who want to participate in social change projects in their local community or abroad. As a field of study, social entrepreneurship is in its infancy, and as such, we are collaborating together to share knowledge and gain experience in this emerging field. Students will be encouraged to use Gandhi's model of "be the change you wish to see in the world" to make a difference in the lives of others.

As the tree in the image above says "One person can make a difference," this course is designed: To empower you to learn about social change. To empower you to affect change. To empower you to see injustice and take action. And ultimately, to empower you to change a life.

Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry.
– Bill Drayton

The course will combine interactive lectures, classroom discussions and hands on activities, readings and guest speakers. Bill Drayton, founder of Ashoka, the leading organization dedicated to transform the global citizen sector, led by social entrepreneurs said, "the core psychology of a social entrepreneur is someone who cannot come to rest, in a very deep sense, until he or she has changed the pattern in an area of social concern all across society."

About Social Entrepreneurship

In the late 1990's the first course on social entrepreneurship was taught at Harvard University with Stanford, Columbia and Yale following and the University of St. Gallen offering the first international social entrepreneurship course in Geneva in 2003. Since then, social entrepreneurs are gaining international attention with the 2006 Nobel Peace Prize winner Muhammad Yunus, founder of Grameen Bank who promoted the concept of microcredit that has revolutionized how banks empower the poor to start businesses. Social entrepreneurship is an emerging field and as such, the course is designed to be innovative, thought provoking and challenging as we collaborate to create new knowledge. The course will challenge students to look beyond traditional business practices by using entrepreneurial principles to create public good. The goal of the course is for students to use social entrepreneurship as a tool to address society's most pressing social problems. If this course can be used as a vehicle to inspire you to become an agent of change in your home community or on the other side of the globe – then I have been successful in my quest.

COURSE OBJECTIVES

The social entrepreneurship course is designed to introduce the concept as well as engage students and the professor in a joint learning experience of this emerging field. Through the course, we will:

- Expose students to the concept of social entrepreneurship and how social entrepreneurs are transforming society to deliver social impact in their home communities and abroad.
- Equip students to be effective in their social entrepreneurial pursuits to address social problems including poverty, education, healthcare, environmental sustainability, gender equality, social injustice, among others.
- Learn business and entrepreneurship skills that will help build a sustainable business model that addresses a societal problem.
- Build your capacity to recognize a good business opportunity, provide you the tools to create a social change plan, learn how to mobilizing resources, and challenge you to implement a social change project.
- Address a social issue by researching, developing, and completing a social change project that will add value on the local or international level, that applies lessons learned in class while adding value to an organization and community.
- Understand the role of measuring social impact and how measurement tools are important to investor, donors, and beneficiaries to help ensure that scarce resources are utilized appropriately.
- Take an active role in building your own entrepreneurial skills to prepare yourself to be a part of Ghandi's "be the change you wish to see in the world".

TEXTBOOKS, ARTICLES AND READINGS:

The course textbook is an introduction to *Social Entrepreneurship: What Everyone Needs to Know* by Susan Davis, founder of BRAC USA and Director of the Global Academy for Social Entrepreneurs at ASHOKA and David Bornstein, writer of *Changing the World through Social Entrepreneurship*. While not comprehensive, this book serves as a starting point for the course in addition to a series of articles, cases and videos. In addition, the course dropbox provides optional popular press and academic articles on various topics in social entrepreneurship. These articles are not the only resource available to you and should be used along with the readings on the area that your social change project.

- Bornstein, D. and Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know* by Susan Davis, Oxford University Press. 0195396332
- Diverse group of articles or videos posted on Moodle about evaluating a social business opportunity, understanding social innovation, proving the viability of a venture, analysis of the impact of microfinance, scaling and measuring social impact, managing a social venture and understanding how to manage the financial aspects of a social venture.

THE OPPORTUNITY

Social entrepreneurship is a rapidly growing field of study for individuals interested in changing the world. By reading articles, actively participating in classroom discussions, evaluating cases of social entrepreneurial enterprises, watching videos, and engaging with social entrepreneurs; students will actively engaged in this emerging field. Through the course, students will create social change projects that meet their personal goals to make an impact on someone's life. Students can elect to work in teams of 2-3 students on the social change project. Through the course projects, students are expected to develop a plan that they intend to implement during the term along with milestones to accomplish the plan through the summer. If an individual decided to pursue a project on their own, they are advised that the workload will be higher than working in a team and the grading will not be altered by the student's decision to work alone. The social change project can include one of the following:

- ❖ **Social Change Project** – Students can complete an actual project (preferably during the course timeframe) on an issue that interests them in relation to social entrepreneurship. This can range from starting a social organization on campus, launching a social enterprise chapter on campus (like Net Impact) or completing a project (Nourish International, Better World Books, among others).
- ❖ **Social Change Business Plan** – Individuals, who plan to start a social venture, should write a social change business plan. The guidelines for the assignment will be a combination of the resources provided by the professor including the Social Business Plan framework.
- ❖ **Social Change Consulting Project:** Based on student interest, the student can consult with a social change organization in the community or abroad to develop and/or implement a project. Examples of this would include writing a plan for a social change organization or completing a valuable project for a social organization.
- ❖ **Writing a Case on a Social Change Organization:** Following the case writing format from Baylor University and the United States Association for Small Business (USASBE), students will work with a social entrepreneur to write an in-depth case on the organization.
- ❖ **Appropriate Technology Prototype:** Students can develop a prototype of a product that could be used in an economically distressed region of the world that will add value to the people living in the community and complete a plan on how the technology would be implemented.

COURSE ASSIGNMENTS

The key deliverable for the semester is a social change plan that students will be developed throughout the semester. The plan will be written in sections designed to allow students to approach assignments from a variety of perspectives, and to start compiling sections of a social change plan. On some assignments this is new territory that you may be unfamiliar with, work your way through the project and hang in there. Social entrepreneurs do not have all the right answers – but they work hard to find solutions. Students will be evaluated on the following assignments:

Assignment	Points	% of Grade	Ind/ Group	Professional Skill Development
Individual or Team Social Change Project				<i>Research skills, analytical thinking, inventive thinking, oral and written communications, and ability to add value to beneficiaries the organization seeks to serve.</i>
Class Participation, Discussion Leader Preparation				<i>Critical thinking, integration of course concepts, problem solving, and value added to the class.</i>
Lyceum Presentation				<i>Engage your peers in social entrepreneurship and ability to embrace social entrepreneurship present the concept and inspire others.</i>
Experiential Final Exam Reflection				<i>Reflect on your experience creating change in the lives of others and adding value to an organization.</i>
Journal Entries, Assignments				<i>Critical thinking, problem solving, innovative thinking and value added to your learning.</i>
Total				

Social Impact Reflection Journal

The unique design of the course has students from various backgrounds fully engaged in the classroom discussions to increase shared learning. To ensure that each student is prepared for class, the breakdown of class sessions includes discussion questions related to the content that students should address and reflect upon. Students

should document their thoughts, challenges to the readings/professors lectures and “big ideas” to address social problems and then bring the issues up in classroom discussions. The journal entries should be completed before class and the journals will be picked up periodically during the semester.

The journals and assignments require that students demonstrate their own:

- a) **understanding** of key frameworks, perspectives, concepts, ideas and tools introduced in the course,
- b) **ability to relate** these frameworks, perspectives, concepts, ideas, and tools to one another, and
- c) **insight** by creatively applying these frameworks, perspectives, concepts, ideas and tools in different contexts.
- d) **integration** of course concepts, comprehension of course concepts, and ability to evaluate critically.

This is not a class where you can memorize the textbook, take an exam and forget about it after spring break — you will be expected to apply the knowledge you gain in the course, from the readings and in class discussions.

Final Experiential Reflection

In addition, at the end of the semester, you will write a summary reflection of the course and how you have been changed. The “Be the Change” letter should be written to yourself on your personal commitment to address society’s most pressing social problems. If the course has inspired you to make a difference, discuss how you will do that. Be sure to address how your final project relates to your long-term life goals and how you will continue working on that endeavor. In the letter, you should address how you will make a personal commitment to be as Gandhi said; “Be the Change you Wish to See in the World”. Please include a self-addressed envelope with your permanent home address and I will mail it back to you in two years.

Grade	Overall %	Grading Expectations
A	93 -100 %	<i>Achievement that is consistently outstanding relative to the level necessary to meet course requirements.</i>
A-	90 – 92 %	
B+	87 – 89 %	<i>Achievement that is significantly above the level necessary to meet course requirements. Work at this level often has outstanding characteristics, but is not consistent throughout the course.</i>
B	83 – 86 %	
B-	80 – 82 %	
C+	77 – 79 %	<i>Achievement that meets an acceptable level of competence of content necessary to meet the course requirements. The student has demonstrated a basic understanding of course material.</i>
C	73 – 76 %	
C-	70 – 72 %	
D	61 – 69 %	<i>Achievement that reflects a minimal amount of acceptable work.</i>
F	Below 60%	<i>Represents failure and unsatisfactory work that is unworthy of course credit.</i>

Discussion Leader: Ability to Lead and Challenge

As each student is expected to take an active role in the course, you will serve as a discussion leader at different points during the semester. As the discussion leader, you will start the class, prepare an interactive class lecture, prepare discussion questions (and answers) and engage / facilitate a class discussion for the day. Discussion leaders are expected to integrate the course readings for the day, find additional examples/resources on the topic, and present a marketing concept (in the form of a marketing strategy) to the class that a business or nonprofit has implemented. In addition, students will evaluate their own *meaningful* individual performance in the classroom and case discussions (not the ones that they lead) with the professor’s approval using the following scale. Participation will be assessed as follows:

Class Participation Assessment	
A	<i>Full engagement in classroom discussion, provides insightful comments on readings and materials, formulates thought provoking</i>

	<i>questions and challenges peers.</i>
B	<i>Engaged in class, but without providing consistent impact on the classroom discussions.</i>
C	<i>Average performance, minimal involvement in classroom discussions or distracting comments off the discussion topic to fill space.</i>
F	<i>Multiple missed classes or lack of involvement in classroom discussion.</i>

STUDENT EXPECTATIONS AND CLASS PARTICIPATION

Catherine Pulsifer said, "Asking questions is one of the fundamental keys of learning. It is always better to ask a question than pretend you understand." Contributing to class discussions is expected of all students in the course and includes asking and answering questions, insights provided regarding the assigned material, and examples from your work that you bring into class along with issues you are facing with your social change project. The professor and students in the course are expected to critique and challenge comments during active class discussions. This is intended to raise the level of class discussions. Each student's opinion is valued as each individual contributes different knowledge, skills, and experience to the classroom. Actively participating in the course is necessary to receive the full amount of participation points. You will be accountable for evaluating your own class participation performance and grading yourself at two points during the semester. Students are encouraged to share "air time" with their peers in class to allow everyone the opportunity to share their thoughts/ideas. Attendance is expected at all class sessions and team meetings. Students who choose to work in teams on their project, will be expected to evaluate each other throughout the course to ensure they are sharing the workload equally. The professor will provide a mechanism for a formal evaluation at two points during the term.

Every student in this course is responsible for the success of the course. Let's face it – no one likes the stress of preparing for quizzes. With that said, students will forgo readings *if* they don't think the professor will quiz them. The compromise: Come prepared to full engage in the classroom discussion, bring interesting articles/concepts to class, formulate and ask challenging questions and actively listen to the views of your peers and you will be rewarded with no quizzes. Don't waste your peers' time talking to gain class participation points without adequate preparation for class. Quizzes will *only* be implemented if the class is not fully engaged in the course.

Attendance is vital to your success, as course content will build on the readings and class discussions. More than two unexcused absences will lead to the student lowering their class participation grade. Excused absences consist of illness for you or your child (with doctor's note), absence for influenza (with health center note) or family funeral. The instructor will take attendance at all class sessions. Late arrivals interrupt the class and two late arrivals will count as one absence. Assignments are due on the date provided by the instructor. All assignments and homework are to be **typed** (except the journals), **single spaced** (save a tree) and turned in on time. Journal reflections can be handwritten in the journal. **Late assignments will not be accepted.** While the quality of the content is the most important part of a written submission, poor grammar and sentence structure will not receive full credit. If you miss class, it is your responsibility to obtain the class information from your peers.

While cell phones and text messaging have become a part of contemporary culture, they are a distraction to your peers in the classroom. The professors request that all cell phones are silenced during class sessions. Texting or surfing the internet during class sessions removes your focus from the class discussions, and expresses disrespect to fellow students, instructor, or guest speakers. The professor reserve the right to consider your taking of a call, texting, or accessing the Internet on your cell phone/laptop (unless appropriate for the course), as your "unexcused absence" and counts as an absence against your final grade for the course.

Unless you try to do something beyond what you have already mastered, you will never grow.
—author unknown

HIGH STANDARDS AND ACADEMIC DISHONESTY

Students are expected to observe the university honor code in regards to academic honesty in regards to assignments, case analysis, papers, and other work relating to this course as outlined in the university handbook. **Academic dishonesty will not be tolerated** and offenses will be actively pursued. Plagiarism is **using someone else's work as your own**. As you read resources, be careful to properly cite the sources. You are expected to have learned how to cite sources and paraphrase others work appropriately to avoid plagiarism. The university has purchased a wonderful software called TURNITIN which will become a repository of your academic papers to ensure that no other student will plagiarize your work, as well as ensure that you have properly cited. **If you fail to properly cite sources and quote others, you will receive a 0** for the assignment and you will be referred to academic affairs. See the American Psychological Association (APA) citation website, www.apastyle.org/learn/tutorials/basics-tutorial.aspx and view the tutorial. Should you have concerns on what plagiarism is or how to properly cite sources, contact the Academic Resource Center **before** submitting your work. Your submissions must be your own, individual (unless working in teams assigned by the instructor), and original work and cannot be work you submitted for other courses.

TEAM PARTICIPATION

An important part of learning is actually applying the knowledge gained to the real world environment. Today, more than ever, professionals collaborate in teams to accomplish organization objectives. The professor's preference is for students to work in teams of two to three students and share the workload equally. It is imperative that team members learn how to work together to build upon each team member's strengths and weaknesses. The teams will meet throughout the semester in class and outside of class to prepare the final social change plan. The teams need to agree upon a weekly meeting time that works with all the team members' schedules during the third week of class.

The course is based on teamwork and collaboration and as such your grade for the course will be influenced by the efforts of other students. Students seeking to "ride the wave" should seriously consider the ramifications of doing such. Students are required to attend all team meetings. Individual contributions to the final plan will be carefully considered. It is not required that each team member receive the same grade if the amount of effort by each team member is not equal. Evaluation of you and your team members will occur at two points during the semester and a team member can be fired from the team if proper channels are followed. This will result in a failing grade for the social change plan grade, unless the student elects to create his/her own social change plan.

PROFESSOR COMMUNICATIONS STRATEGY

Students are encouraged to communicate with the instructor on a regular basis to get the most out of the course. Dropbox will be used to share current information the professor and your peers have collected on social entrepreneurship. Students are expected to check Dropbox on a regular basis for additional information regarding assignments or resources for class. My hope is to provide you with the same leadership that you would expect as the instructor of this course and serve as a coach, teacher, and mentor to help you achieve the course objectives and your personal goal to create social change in the future. The instructor is available during office hours, via e-mail, or by appointment.

As your professor, I will do my best to facilitate your learning. As a student in this course, you are responsible for your own learning. By doing the readings, completing assignments, taking notes, and engaging in class discussions, you will be an active participant in the success of this course. Conceptual, problem solving, and critical thinking skills will be developed as you learn how to apply social entrepreneurship concepts and prepare yourself for your career and a lifelong commitment to helping others. You will likely be placed outside of your comfort zone at one time or another during the course. This course has been designed to be both challenging and fun. My hope is that this course will inspire you to create social change in your personal and professional lives.

Embrace the journey!

**SOCIAL ENTREPRENEURSHIP:
BUILDING AN ORGANIZATION TO CREATE SOCIAL CHANGE**



Key Concepts:	Key Concepts: Post Mid-Term
Social Entrepreneurship	Poverty and Serving the Bottom of the Pyramid
Social Value Proposition	Microfinance & Microcredit
Social Innovation	Creating Social Change & Changemaking
Theory of Change	Sustainable Revenue Models
Social Business Models	Measurement & Scaling Social Impact

Week 1: Uncommon Heroes: An Introduction to Social Entrepreneurship

Students will be introduced to social entrepreneurship and social entrepreneurs desire to serve the public good through entrepreneurial activities. The Unsung Heroes from around the world will be introduced and a new framework for how to change the world will be covered. Students will learn how a simple concept of social entrepreneurship has grown into an international phenomenon and promises to affect positive social change.

Date	Session Topic	Action Responsibility/ Readings
1/12 WEDS!	<p>Pursuing your Passion to Change the World</p> <ul style="list-style-type: none"> Learn from daring social entrepreneurs from all corners of the globe who are successfully alleviating poverty, combating unemployment and violence, and bringing education and opportunity and freedom to poor and marginalized people around the world The meaning of social entrepreneurship Defining Social Entrepreneurship (in class activity) What is the difference between social entrepreneurship and nonprofit leadership, CSR and traditional entrepreneurship? <p>Discovery and Seizing Social Opportunities</p> <ul style="list-style-type: none"> How do you discover social opportunities? How do you generate new ideas? How do you discover the next great thing? Students will walk through a process to generate new and emerging social business ideas. Evaluating the strength of a good social business opportunity is important to the success of the organization. What are the elements that go into a good business opportunity and how do you evaluate them? Mindmapping to create an innovative business concept that creates social value. <p><u>Social Innovation Journal Entry:</u></p> <ol style="list-style-type: none"> In the journal provided (before class begins), explain why you took this course. How do you define social entrepreneurship? What are your individual goals and objectives for the course. If there are additional goals and objectives that you personally would like to achieve or a particular industry (healthcare, education, etc.) that you have interest in, please include that as well. What book did you select to read for the semester? Ghandi said, "Be the Change you Wish to See in the World". 	<ul style="list-style-type: none"> Course Overview Social Innovation Journal: One Journal Entry in Class Watch: The New Social Entrepreneurs www.youtube.com/watch?v=DttTSJEO47g

If Ghandi came to our class today, what would you like to change about the world? What are your career aspirations?

Week 2: Innovation and Social Innovation

In the Davis and Bornstein book, the author's state; "social entrepreneurs are building platforms that unleash human potential. They struggle to increase the number of people who have the opportunity to contribute their talents to the world. In so doing, they help more people to live with dignity." In this session, students will learn how the social business model, how to generate new business ideas, evaluate a good social business opportunity and understand the beneficiaries and their needs.

Thurs.
1/20

Discovery of Social Entrepreneurs

- Presentations of social entrepreneur posters to peers
- Who do you consider social entrepreneurs?
- Who profits from social entrepreneurship?

Journal Reflection of You

- A cornerstone of the course is the development of students and the contributions and challenges of their peers in regards to encouraging learning. With that said, each students should create a journal cover representing "who you are" for the second day of class. The journal binder can be interpreted in any way that you wish, as long as it represents you, who you are, and what you hope to become.

Questions to Consider when Reading:

Discussion Leaders: Matthew Meiers and Latoya Francis

After completing the readings, complete a one page write up in your innovations journal and consider the following questions:

1. In the Davis and Bornstein book, the author's state; "Although problems are being attacked from many directions, today's changemakers share one common feature: they are building platforms that unleash human potential. They struggle to increase the number of people who have the opportunity to contribute their talents to the world. In so doing, they help more people to live with dignity. What do you think about this platform?
2. How would you answer the question – "all entrepreneurship is social?" What is the difference between social entrepreneurship and traditional commercial entrepreneurship?
3. 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?
4. 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? 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?
5. If sustained social change is the goal, what implications (if any) does that have for the kinds of strategies adopted by social entrepreneurs?

Assignments

- **DUE:** Social Innovation Journal: 1-2 page write up for Journal this week
- **DUE:** Presentations/Poster of Social Entrepreneurs (see assignment below)
- **Social Innovation Journal:** One Mindmapping Entry, Journal Binder Reflection of you

Readings:

- **Davis:** Defining Social Entrepreneurship, Part ;1 1-47
- First chapter free to download: <https://www.venturehighway.com/public/Documents/Social-Module-1.pdf>
- **Moodle:** J. Gregory Dees, Taking Social Entrepreneurship Seriously, *Society*, March-April 2007
- **Moodle:** Martin, R. L., & Osberg, S. 2007. Social Entrepreneurship: The Case for Definition. *Stanford Social Innovation Review*: 27-39.
- **Review a SE:** www.ashoka.org

Assignment:

- Visually represent the organization in a poster or PPT slide (1-2 slides) of a social entrepreneurial enterprise (it must be a social entrepreneurial enterprise). Include the following information:
 - Name of organization and founding social entrepreneur
 - Organizations goal for social change
 - What is their approach to making social change?
 - What do you believe is the

	<p>6. Do social entrepreneurs have an important, distinctive role to play in societies? If so, what is it? How is it different from the roles of other actors, such as government agencies, corporations, large NGOs, activists, and local social service providers?</p> <p>7. Who is the beneficiary in SE, commercial entrepreneurship, social service provision, social activism, philanthropy, and charity? Who bears the costs of production in each? Is serving others the means or the end? How might changing the motive behind value creation change the process by which that value is created?</p>	<p>organizations business model?</p> <ul style="list-style-type: none"> ▪ How many people were “directly” affected by its work in the last year? ▪ What was its annual revenue in 2009 and what sources did it come from? ▪ How many employees does it have? ▪ Is this organization a “success”? ▪ Videos, photos, etc. are encouraged. <p><i>From Nancy Wilson, Innovative Social Enterprise: Nurturing Social and Civic Good</i></p>
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Week 3: Social Value Proposition
 The social value proposition will be introduced including the core needs of the customer, internal processes and competencies that your business brings to the market while still making money (or at least breakeven). An understanding of the market and needs of customers will also be discussed. Students will learn the role of innovative in developing business opportunities that serve the public good.

<p>1/27 Thurs.</p>	<p>Social Innovation</p> <ul style="list-style-type: none"> ▪ How entrepreneurs think creatively to come up with solutions to serve customer needs, developing a creative environment, problem solving and systemic change ▪ Understanding the role of disruptive innovation? <p>The Value Proposition: The Market Profile</p> <ul style="list-style-type: none"> ▪ Conducting a market analysis and target market identification based on primary research (i.e. writing a survey) and secondary research ▪ Identifying beneficiaries and serving their needs. <p>Understanding the Beneficiaries that you Serve</p> <ul style="list-style-type: none"> ▪ Understanding how you listen and hear the beneficiaries that your organization plans to serve will be covered. In addition, building a founding team that can execute the social business. <p>Speakers: Phil and David Murphy, HEART Institute and work in Haiti; Chad Shubert, Mulunda Miaka Orphanage, Zambia</p> <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Katie and Matthew</p> <ol style="list-style-type: none"> 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 <u>not disruptive</u> in Christensen’s sense. How are they different from disruptive innovations? Should we emphasize disruptive innovations 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 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 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> ▪ DUE: In-class social change concept pitches on a project you wish to pursue ▪ DUE: Written business concept statement ▪ DUE: Innovation Journal, Puzzle to Solve: (see explanation on left) <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Moodle: James Phills, Jr., Kriss Deiglmeier, and Dale Miller, “Rediscovering Social Innovation” <i>Stanford Social Innovation Review</i>, Fall 2008, www.ssireview.org/articles/entry/rediscovering_social_innovation/ ▪ Moodle: Clay Christensen, et. al., Disruptive Innovation for Social Change, <i>Harvard Business Review</i>, December 2006 ▪ Moodle: C. K. Prahalad, “The Innovation Sandbox,” <i>Strategy + Business</i>, special issue, Autumn 2007 ▪ Review a SE: www.aravind.org
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	<p>some kinds of social problems rather than others? Suppose, for instance, that you wanted to reduce hunger (see www.wfp.org/aboutwfp/facts/index.asp?section=1&sub_section=5)</p> <ul style="list-style-type: none"> ▪ Innovation Journal, 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 <i>Note: Some of our discussion questions are based on Dr. Greg Dees, the guru of SE education who teaches at Duke Univ. While some of these readings will be challenging, hang in there – we are all working together to gain a stronger understanding of SE.</i> 	
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Week 4: Theory of Change and Envisioning an Innovative Society
Bradach states that a strong theory of change uses systems thinking and shows the cause and effects among part so the operating model and predicts how changes in one element affects another. While the model is simple, it helps an organization start with the long term social impact goal and then work your way backwards to develop a pathway to change, operationalize the resources, activities and ultimate outputs of the efforts. In addition, we will talk about the developing an innovative society.

<p>2/3 Thurs.</p>	<p>Understanding the Theory of Change</p> <ul style="list-style-type: none"> ▪ A strong Theory of Change uses systems thinking to look at the whole model and how they relate to each other. ▪ Learn how the Theory of Change starts with the end impact and then works it way back to develop a strong pathway to achieve the change including outputs, activities and resources. ▪ Present your Theory of Change Model (one page slide) and the class will evaluate it. <p>Envisioning an Innovative Society</p> <ul style="list-style-type: none"> ▪ In the Davis and Bornstein book, a story about the causes of poverty and what Muhammad Yunus has often compared to a poor person to a bonsai tree. If the seed of the bonsai has the potential to grow to its full size, but in a tiny pot its growth is stunted. To Yunus, a person deprived of education or opportunity is like a bonsai. In this session, we will talk about how to create a society where no one growth is stunted. ▪ In addition, we will talk about the role that different actors play in creating a more innovative society including educators, business leaders, philanthropists, journalists and governments. <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Matthew Meiers and Latoya Francis</p> <ol style="list-style-type: none"> 1. Look at the readings on the theory of change and start thinking about the role the theory of change plays in starting a social venture. Write up what knowledge you gained from the readings, the objectives of the readings, and the key takeaways from each one. 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> ▪ DUE: Bring a one page visual Theory of Change to present in class including key resources, activities and outputs. ▪ DUE: Outline of your social business plan including milestone chart of goals and deadlines and listing of resources (bibliography, interviews, etc.) <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Davis: Part III: Envising an Innovative Society, pg 75-120 ▪ Moodle: Kellogg Foundation Basic Logical Models ▪ Social Innovation Journal: One entry into the innovation journal. ▪ Moodle: Theory of Change – Superwomen Example (review) ▪ Review a SE: Nextbillion.net
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	<p>2. Using the Theory of Change framework, attempt to apply the theory of change to your social change project that you are thinking about completing. Write down the process you went through in your innovation journal.</p> <ul style="list-style-type: none"> ▪ In the Davis and Bornstein book, a story about the causes of poverty and what Muhammad Yunus has often compared to a poor person to a bonsai tree. If the seed of the bonsai has the potential to grow to its full size, but in a tiny pot its growth is stunted. To Yunus, a person deprived of education or opportunity is like a bonsai. How do you feel about this statement? ▪ In the Davis and Borstein reading, they ask the question, how can individuals prepare themselves to participate in the field of social entrepreneurship? How do you plan to take what you learned and apply it to your future? <p>3. The professor defines social entrepreneurship as the creation of social impact by developing and implementing a sustainable business model which draws on innovative solutions that benefit the disadvantaged and, ultimately, society at large. Review your definitions of social entrepreneurship from the first week of class and compare to the professors definition. After spending the first four weeks in class, do you agree with this definition? What elements are missing?</p>	
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Week 5: The Business Model: Creating an Social Business Model
 Understanding the business model is crucial to the success of the social venture. Students will learn the components of a business model and how to differentiate the business from competitors.

<p>2/10 Thurs.</p>	<p>Business Concept and Business Model</p> <ul style="list-style-type: none"> ▪ Understand the business model concept and the nine building blocks from the infrastructure to the customer focus and value proposition and ending with the financial revenue streams and cost structures to build a viable business model <p>components of a business model</p> <ul style="list-style-type: none"> ▪ Kawasaki's tips: be specific, keep it simple, ask women and make meaning ▪ Hands on team based application of the business model using the business model canvas in class. <p>Social Entrepreneurship & Education: Team Presentation</p> <ul style="list-style-type: none"> ▪ The team who researched social entrepreneurship and education will present how social entrepreneurs are impacting education. <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Katie Boes and Erin Chapman</p> <ol style="list-style-type: none"> 1. In your journal, write down the answers to these questions: Are you an entrepreneurial spirit? Are you constantly thinking about how to create value and build new social enterprises, or how to improve or transform the world? 2. 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 	<p>Readings</p> <ul style="list-style-type: none"> ▪ Moodle: Business Model Generation, pages C12-C47 (note: it's a short and fun read!) ▪ Moodle: Henry Chesbrough, et. al., Business Models for Technology in the Developing World: The Role of Non-Governmental Organizations, <i>California Management Review</i>, March 2006 ▪ Moodle: Business Model Canvas. ▪ Moodle: Lael Brainard and Vinca LaFleur, <i>Making Poverty History? How Activists, Philanthropists, and the Public Are Changing Global Development</i>, a report on the 2007 Brookings Blum Roundtable: (read first 10 pages) www.brookings.edu/reports/2008/~//media/Files/rc/reports/2008/02_global_development_brainard/02_global_development_brainard.pdf <ul style="list-style-type: none"> ▪ Schedule: One-on-one meeting with
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	<p>in the venture? Which ones don't? What can we learn from the differences?</p> <p>3. Start thinking about the elements of your business model and how you will develop a business model that can be sustainable overtime.</p> <p>In Class 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.</p> <p>One-on-One Meeting with Professor (this week)</p> <ul style="list-style-type: none"> One-on-one meetings with the professor. See sign-up sheet in class. Bring completed sections of the social change plan and we will go over your milestones and objectives. 	<p>professor on project progress.</p>
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Week 6: Poverty and the Serving the Bottom of the Pyramid
 The focus of the week is on poverty and serving the people who live on less than \$2 a day. It is said for social entrepreneurs to be successful, an ecosystem that supports social entrepreneurs and Changemakers throughout society to create long term systemic change.

<p>2/17 Thurs.</p>	<p>Understanding Poverty and the MDGs</p> <ul style="list-style-type: none"> What are the millennium development goals and why should I care? Look at the gapminder software developed by Hans Rosling and see about the changes in the country (or countries) you are interested in affecting positive change in. In class debate on Prahalad and Karnani articles on serving the needs of the bottom of the pyramid. <p>Panel Discussion</p> <ul style="list-style-type: none"> A panel of scholars in poverty and social justice will discuss poverty issues in America today and around the world. <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Matthew Mbasu and Heather H.</p> <p>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?</p>	<p>Readings</p> <ul style="list-style-type: none"> Video: Watch Before Class: Hans Rosling at TED 2006 (20 minute video) www.ted.com/index.php/talks/vi-ew/id/92. If you are interested, more of Rosling presentations and videos are available on www.gapminder.org/ Moodle: Paul Bloom and J. Gregory Dees, "Cultivate Your Ecosystem," <i>Stanford Social Innovation Review</i>, Winter 2007 Moodle: The United Nations' <i>Millennium Development Goals</i>, see a one-page summary at www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/MDG%20Overview%20FINAL.pdf, and much more information at www.un.org/millenniumgoals/ Moodle: (Students with the last names A-L read this article) C.K. Prahalad and Stuart L. Hart, <i>The Fortune at the Bottom of the</i>
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	<p>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?</p> <p>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?</p> <p>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?</p> <p>5. How do you feel about the Millennium Development goals? How can social entrepreneurs play a role in addressing the MDG initiatives?</p> <p><u>Thought provoker:</u> 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?</p>	<p>Pyramid, <i>Strategy+Business</i>, 2002, 54-67</p> <ul style="list-style-type: none"> ▪ Moodle: (Students with the last names M-Z read this article) Aneel Karnani, The Mirage of Marketing to the Bottom of the Pyramid, <i>California Management Review</i>, S 2007, pp. 90-111 www.un.org/esa/coordination/Mirage.BOP.CMR.pdf ▪ Review: www.one.org ▪ Professor Reads: C.K. Prahalad, Response to Karnani, www.nextbillion.net/archive/files/Prahalad%20-%20Response%20to%20Mirage%20at%20the%20BOP.pdf
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Week 7: Microfinance: The Value of Access to Credit
 Microfinance has taken hold and raised awareness of the need for individuals in economically distressed areas of the world to fund entrepreneurs.

<p>2/24 Thurs.</p>	<p>Microfinance: The Value of Access to Credit Guest Speaker: Professor Kevin Brown Learn about how entrepreneurs are funded in developing economies and the role that microfinance institutions like Grameen Bank, BRAC and Kiva have made on social ventures.</p> <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Oscar Ndao and Bethany Clayton</p> <ol style="list-style-type: none"> 1. What do you think accounts for the popularity and spread of microfinance? 2. In the past, the poor have been denied credit, why? Has the development of the microcredit industry helped the world’s poor? In addition, women traditionally excluded from banking in some parts of the world? How will allowing women access to capital empower them? 3. Review the Grameen Bank website and answer this question: What is the true value of Grameen bank? 4. Is microcredit a tool to help people in poverty? 	<p>Assignments:</p> <ul style="list-style-type: none"> ▪ DUE: Progress report on your social change project <p>Readings:</p> <ul style="list-style-type: none"> ▪ Moodle: Yunus, M. Chapter 3 – The Microcredit Revolution ▪ Watch: Video on Kiva www.youtube.com/watch?v=MXk4GUGXNTQ ▪ Review: Grameen bank’s website to gain a better understanding of the organization and their model ▪ Case: Kiva and the Birth of Person to Person Microfinance, <i>Innovations</i>,
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	<p>5. 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?</p> <p>6. 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?</p> <p>7. 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?</p> <p>8. What risks (if any) do you see in the growth of microfinance? How should these be managed?</p>	<p>Winter/Spring, 2007, 31-56.</p> <ul style="list-style-type: none"> ▪ Moodle Connie Bruck, Millions for Millions, <i>New Yorker</i>, October, 2006, www.newyorker.com/archiv_e/2006/10/30/061030fa_fact1 ▪ Moodle: Srikant M. Datar, Marc J. Epstein, & Kristi Yuthas, In Microfinance, Clients Must Come First, <i>Stanford Social Innovation Review</i>, Winter 2008, available at www.ssireview.org/images/articles/2008WI_feature_datar_epstein_yuthas.pdf ▪ Moodle: Aneel Karnani, Microfinance Misses the Mark, www.ssireview.org/images/articles/2007SU_feature_karnani.pdf ▪ Watch: The Blue Sweater and “patient capital” J. Novogratz http://blog.ted.com/2009/08/17/investing_in_en/ ▪ Review a SE: kiva.org or globalgiving.net
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Week 8: Prove your Knowledge & Movie
 Students will prove their knowledge of social entrepreneurship and the core concepts presented in the first half of the semester and be able to apply the concepts to their social change project.

<p>3/3 Thurs.</p>	<p>Prove your Knowledge: Mid-Term Exam Take Home Waiting on Superman Movie In the documentary Waiting for Superman, the movie showcases young people who are waiting on Superman to save them. A child's destiny should <i>not</i> be determined by his or her zip code or the roll of a ball in one of the charter school lotteries. All students should have access to excellent schools, but more importantly, EVERY school should be excellent.</p>	<ul style="list-style-type: none"> ▪ DUE: Midterm Exam ▪ Review class articles, discussions and peer presentations/projects
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Week 9: Spring Break: Hope you Have Fun in the Sun

Week 10: Education Reform, Key Course Concept Review and Creating a Nonprofit Board
 Students will have a discussion about the United States educational system and why social entrepreneurs are striving to change how we educate the next generation of young people. In addition, we will have a discussion creating a board of directors or board of advisors and the benefits of each.

<p>3/24 Thurs.</p>	<p>Education Reform and Reflection In the documentary Waiting for Superman, the movie showcases young people who are waiting on Superman to save them. A child's destiny should <i>not</i> be determined by his or her zip code or the roll of a ball in one of the charter school lotteries. All students should have access to</p>	<ul style="list-style-type: none"> ▪ DUE: Project Milestone Progress ▪ Moodle: KIPP Case Study ▪ Moodle: Freidman New York Times article on KIPP
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	<p>excellent schools, but more importantly, EVERY school should be excellent. We will discuss innovative social entrepreneurs who are changing American education including Wendy Koop and Teach for America, JB Schramm and College Summit, and the KIPP founders, Knowledge is Power Program.</p> <p>Creating a Nonprofit Board of Directors or For Profit Advisory Board Benefits of creating a strong advisory board members to help grow your social venture and make a difference in the lives of others.</p> <p>Project Review Review of course projects and students present accomplishments and timelines to move forward.</p> <p><u>One Page Write Up for Social Innovation Journal:</u> Discussion Leaders: Jill J. and Matthew</p> <ol style="list-style-type: none"> 1. Reflect on the movie, the filmmakers challenge individual citizens to become involved in encouraging innovative learning models, to reward great teachers, ensure adequate funding for schools, and help young people to succeed. 2. Do you agree with the filmmakers that all schools must be accountable for performance? What role do you believe individual citizens should plan in the development of local public and charter schools? 3. You cannot change education nationally without acting locally. How do you plan to learn what you can do to make a difference in the lives of young people? 	<ul style="list-style-type: none"> ▪ Review: www.kipp.org ▪ Review: Take Action on www.waitingforsuperman.com/action/and take action on one area ▪ Watch: CIDA City Campus, www.cida.co.za/ ▪ Watch: www.kipp.org/about-kipp ▪ Watch: www.youtube.com/watch?v=9OMIJxzfSbM&feature=related ▪ Review a SE: www.hcz.org; kaboom.org
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Week 14: Faith & Social Entrepreneurship: Is your Faith Guiding you Towards Social Entrepreneurship?
Social entrepreneurs are typically inspired by events that have affected their lives or they have seen first-hand. Common individuals who have made a commitment to help the people of Haiti after the earthquake, citizens who have seen the disparity between those who have and those who do not and people who want to change a life – one child at time.

<p>3/31 Thurs.</p>	<p>Faith & Social Entrepreneurs</p> <p><i>Reflect on this brief article by Barendsen, Lynn and Gardner on Is the Social Entrepreneur a New Type of Leader?</i></p> <p>We have argued that unusual events help shape the social entrepreneur. Their beliefs are sometimes inspired by trauma, sometimes by early activism. The beliefs themselves are also unusual. In a number of studies of young professionals in different domains, ranging from journalism to theater, we have found that religion is rarely invoked. Social entrepreneurs are very different. With one exception all the social entrepreneurs describe themselves as spiritual or religious. Indeed, one social entrepreneur plans to become a Unitarian Universalist minister. Some social entrepreneurs' beliefs stem directly from spiritual or religious upbringing. One refers to the Judaic ideal of</p>	<ul style="list-style-type: none"> ▪ One-on-one Meetings: Schedule one-on-one meeting with professor ▪ Innovation Journal: Journal entry, reflect on the article to the left. ▪ DUE: Bring your plan for the social entrepreneurship chapel presentation component. ▪ Review a SE: (search for SE on the blog) http://compassioninpolitics.wordpress.com/
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	<p><i>tikkun olam</i>, or the "repair of the world." According to this person, repairing the world is what we're here for. Another social entrepreneur, who describes himself as "spiritual" but not formally following any religion, describes his beliefs in these terms: "I believe that . . . we all come from a higher power and that, while even though society is very segmented, that there's a responsibility to reach out to those pockets of society that are less served."</p> <p>Somewhat surprisingly this religious orientation also turned up in both the caring and business professions. A majority of both Schweitzer fellows and business entrepreneurs say that religious or spiritual beliefs are important to them. The caring professionals are often inspired and sustained by their beliefs. The business entrepreneurs are less easy to explain. Some say they actively follow their faith and believe that a greater power has a plan in mind.</p> <p>Social entrepreneurs not only believe that they should create change, they believe as well that they are able to make this change happen. Maybe this faith is a prerequisite to survival in the caring professions, because the Schweitzer fellows say much the same thing. Both groups believe in human potential, or the possibility of change. As one social entrepreneur explains: "I still have hope in the basic human spirit of folks. Of folks who, when there is something wrong, or something that is unjust or--people want to do something to change it, and they do want to make it better. . . . I also believe that we all have, each and every one of us has, amazing talents, so sometimes the vehicles are not there for them to come forth."</p> <p>Source: Barendsen, Lynn and Gardner, Howard. <i>Is the Social Entrepreneur a New Type of Leader? Leader to Leader</i>. 34 (Fall 2004)43-50</p>	
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Week 14: Social Entrepreneurship: Creating Social Change in our Community and Around the Globe
 Students will work together to create a chapel session on social entrepreneurship. Teams will present topics on social entrepreneurship, marketing the chapel and a comprehensive handout of social entrepreneurship resources.

<p>4/7 TH</p>	<p>Application: Coordinate a Chapel Session on Social Entrepreneurship</p> <p>Students will work together to create a chapel session on social entrepreneurship. Teams will work together to present topics on social entrepreneurship. The goal is for students to create a quality presentation that will inspire your peers to change a life.</p> <p>No formal class during regular class time that day.</p>	<p>CHANGE: 10:00 am Class Chapel presentation on social entrepreneurship (location TBD), mandatory attendance</p> <p>DUE:</p> <ul style="list-style-type: none"> ▪ Powerpoint (and other visual means) presentation. ▪ Partners: Keep in mind that the chapel is a partnership between the School of Education, FSB, PACT, Modern Foreign Languages, Bible and Religion Department and Social Work ▪ DUE: Draft section of Social Change Progress
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Week 15: Sustainable Revenue Models and Scaling Social Impact

Social entrepreneurs inherently understand that they need to develop a sustainable revenue model that helps sustain the organization over time and avoid over reliance on funding from outside sources. Students will learn the funding sources and how to read financial statements.

<p>4/14 TH</p>	<p>Sustainable Revenue Models Raising money is important to a social venture, in this class we will cover the funding sources for social ventures as well as what prospective funders look for when funding an organization. An important concept is for social entrepreneurs to be able to read and understand financial statements. As the competition for donations and grants is growing, social entrepreneurs are seeking to find sustainable funding for social ventures. The first rule of business, never run out of class. The second rule in business, never run out of cash. Students will learn the importance of cash flow and finding a sustainable funding source for the social venture. The session will end with a basic understanding of legal structures for business ventures and the tax and liability implications of each structure.</p> <p>Scaling Social Impact Scaling impact is critical for the success of a social entrepreneur, but how does a social venture decide to scale deep, scale up or scale out? These concepts will be discussed as well as measurement strategies.</p> <p><u><i>One Page Write Up for Social Innovation Journal:</i></u> Discussion Leaders: Heather Jo and Oscar</p> <ol style="list-style-type: none"> 1. The beauty of obtaining a sustainable revenue source is to obtain funding to fulfill the organization’s mission without being restricted by the usage of the funding. What is earned income? Why has earned income become a popular concept for nonprofit organizations? 2. While the lure of earned income dollars is intriguing, social ventures need to balance what when considering launching an earned income venture to fund their social causes. What do social entrepreneurs need to consider? 3. Who are the beneficiaries of your social venture? How have/will you communicate with them about their needs? How will you empower these beneficiaries? 	<ul style="list-style-type: none"> ▪ DUE: Draft section of Social Change Progress ▪ Moodle: Launching a Social Business, chapter 3 from Muhammad Yunus book ▪ Moodle: William Foster, Jeffrey Bradach, Should Nonprofits Seek Profits?, Harvard Business Review, 2005, pp 92-100. (business majors read) ▪ Moodle: Reading for Non Business Majors: Understanding Financial Statements by Ed McCormack and Understanding Nonprofit Financial Statements ▪ Bring: Your laptops to class!
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Week 16: Learning from the Experts: Entrepreneurs in Action
The field trip to the Flagship Enterprise Center is intended to connect students with entrepreneurs and nonprofit leaders to share experiences with them that will broaden the students understanding of entrepreneurship and leadership. The FEC and AU has built a strong infrastructure for entrepreneurs in the community. Students will tour businesses and nonprofit organizations that support business development and serve the public good.

- FIELD TRIP to the Mind???

<p>4/21 TH</p>	<p>Meet the Social Education Entrepreneurs</p> <ul style="list-style-type: none"> ▪ See Itinerary for Guest Speakers 	<ul style="list-style-type: none"> ▪ DUE: Draft section of Social Change Progress ▪ Business casual attire. ▪ <u>Watch:</u> www.youtube.com/watch?v=DfZyTQEkiew
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Week 15: Final Presentations
Students will present their final projects to their peers in the class, community organizations and invited guests..

<p>4/28 TH</p>	<p>Final Social Change Plan</p> <ul style="list-style-type: none"> ▪ Students will present their final social change plan to their peers, instructor and invited guests on how they plan to change the world 	<ul style="list-style-type: none"> ▪ Due: Social Change Project Plan and Presentation
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	through social entrepreneurial activities. Students are welcome to invite guests to the final presentations.	
Week 16: Final Reflection and Celebration Students will prove their knowledge and present their final Social Change Projects.		
Finals Week	Reflecting on the Experience <ul style="list-style-type: none"> ▪ Students and the professor will reflect on the experience ▪ Final awards for the students who gave it their all this semester. ▪ Write a letter to yourself (single spaced!). What have you learned in the last three months about changemaking, social entrepreneurship and your role in changing the world? How has the course prepared you for your professional career? How have you affected the lives of others (or plan to affect the lives of others) through your project? How has your learning prepared you for the future? How has this course opened your eyes? ▪ On a personal note, how have you made a difference – in your life? In the lives of others and explain how? Do not stay on the surface level, write a detailed account of what you have accomplished (or plan to accomplish) – dig deeper. Finally, how are you preparing yourself to make a difference? What is your dream job/life? What do you need to do to achieve that dream? What do you have to learn and what do you have to do to make a difference? What habits do you need to develop? What habits do you need to change? What actions will you take and what will you start doing? 	<ul style="list-style-type: none"> ▪ Due: Team Peer Evaluations ▪ Final Exam Location: 1508 Ravens Gate (University Village) behind the football fields. From University Blvd, turn LEFT onto Nursery, Turn LEFT onto Linberg, turn LEFT into the University Village, first house on the right.

Thank You: *A special thank you to Dr. Greg Dees who graciously shared his syllabus ideas and review questions with me to integrate into our course.*

Note: The course session outline is a guideline on what we will be covered in each class session and the action responsibility for each class session. The schedule is subject to change as the professor deems necessary based on student comprehension or opportunities that present themselves.