

# **COLLEGE OF SCIENCE, TECHNOLOGY AND APPLIED ARTS OF TRINIDAD AND TOBAGO**

**Transforming Lives, Transforming Communities, Transforming the Nation....One Student at a Time.**

## **SCHOOL of BUSINESS & INFORMATION TECHNOLOGY**

### **COURSE OUTLINE Academic Year 2010/2011**

<b>VISION</b>	:	To be a student-centered, dynamic and innovative, world-class and multi-campus college, promoting excellence in teaching and learning, serving diverse communities, and producing lifelong learners who can compete globally.
<b>MISSION</b>	:	To be the premier educational institution in: providing high quality, affordable and accessible education programmes serving the needs of business, industry and the diverse campus communities and facilitating the personal and professional development of its students, faculty and staff.
<b>DEPARTMENT</b>	:	<b>Management &amp; Entrepreneurship</b>
<b>NAME OF COURSE</b>	:	<b>Social Entrepreneurship</b>
<b>COURSE CODE</b>	:	<b>ENTP 410</b>
<b>CREDITS</b>	:	<b>Three (3)</b>
<b>PREREQUISITE</b>	:	<b>MGMT 125: Business Management, ENTP 210: Fundamentals of Entrepreneurship</b>
<b>REQUIRED TEXT</b>	:	<b>How to Change the World: Social Entrepreneurs and the Power of New Ideas, Updated Edition (Paperback) by David Bornstein</b>
<b>REFERENCE TEXTS</b>	:	<b>Enterprising Nonprofits: A Toolkit for Social Entrepreneurs. New York: John Wiley &amp; Sons, Inc., 2001. Dees, J. Gregory</b>

**APPROVED BY** : \_\_\_\_\_  
CHAIR DATE

**COURSE DESCRIPTION:**

This course would introduce student to the core concepts, practices and challenges of social entrepreneurship – using entrepreneurial skills to craft innovative responses to social problems. It would allow students to take a strategic perspective on social change, by demonstrating how social entrepreneurs can stimulate systemic change through local intervention and collaboration. Students will explore case studies, survey results and lessons learned by non-profit and for-profit organizations that have launched successful social ventures. In addition, students will partner with local for-profit and non-profit organizations to develop new or improve existing community outreach initiatives. Alternatively, students may design their own programs that target specific community or social needs.

**COURSE OBJECTIVES:**

The primary objective of this course is to broaden students' knowledge and understanding of social entrepreneurship as an innovative approach to addressing complex social needs. The secondary objective being to demonstrate how we can leverage business education to impact the social sector by affording our students the opportunity to engage in business exercises which are designed to either improve social conditions or to assist local non-profit organizations to establish and launch social purpose entrepreneurial ventures.

Upon completion of this course, participants should be able to demonstrate the traits and behaviours associated with entrepreneurial success in the following areas.

***A) Technical***

1. Speak intelligently on the subject of social entrepreneurship and the role of social entrepreneurs
2. Understand the need for social entrepreneur as a career options
3. Demonstrate an increased awareness of the complexity of global, social and environmental issues and how those issues have impacted social conditions
4. Use the tools and conceptual framework of sound business practices to allow them to evaluate entrepreneurial business opportunities in the social sector with respect to sustainable business strategies and social improvement
5. Demonstrate the creative skills needed to identify entrepreneurial opportunities for social change and the practical intellectual skills with which will allow them to implement and realize social value.
6. Apply creative, management and economic theories and concepts to create viable business plans and recommendation reports
7. Use oral and nonverbal communication skills to convince others on the business and social value of the plan

***B) Critical Workplace Skills***

Successful completion of this course will assist the student in further developing workplace skills associated with:

### **1. Teamwork**

Students will learn how to work with and learn from diverse groups, be flexible in a variety of settings, and be adaptable to the changing times. They would learn to demonstrate leadership and take responsibility for their action. They should demonstrate personal qualities such as responsibility and self management; show initiative and resourcefulness, and be productive and accountable for their actions.

While working successfully to complete specific entrepreneurial tasks in a group, students would be expected carry out responsibilities of facilitator, scribe and timekeeper. Follow a process of leading or participating in both “brainstorming” and “decision making’ sessions including:

- Knowing how to lead
- Being prepared, offering information and opinions.
- Listening actively.
- Expressing thoughts clearly and crisply articulating opinions.
- Communicating coherent instructions and motivating others through powerful speech and actions
- Soliciting information, opinions and feedback from other members.
- Observing and commenting on group dynamics.
- Summarizing ideas and testing for consensus.
- Being committed to achieving team deliverables

### **2. Time Management**

Unlike high school, students will have less in-class time, more outside of class work, and a great deal of freedom and flexibility. Students will learn how to develop and hone their time management skills, reducing anxiety and concentrating their activities and efforts in areas that provide long term benefits: Techniques include:

- Setting priorities and the get the most important ones done as soon as possible
- Planning for blocks of study time and class assignments
- Scheduling regular/ weekly reviews and updates
- Effectively use time allocated to complete tasks.
- Completing and submitting assignments on time.
- Being punctual at class sessions and group activities
- Review notes and readings just before and after class

### **3. Learning to Learn**

Principles, knowledge, skills and attitudes that allow students to achieve their core purpose and continue learning effectively throughout their lives. Ongoing process of acquiring the skillset of absorbing knowledge and applying it to life:

- adapting/managing change; through measurement and feedback, identify the need, nature, barriers and impact of change and utilize this knowledge to carry out its positive implementation.
- managing your own learning: self directed process of identifying opportunities to continuously acquire skills and knowledge, conducted through a process of self analysis and feedback.
- life long learning/career development: a continuous process of learning, building on cumulative knowledge and skills, and adapting to experience and content. Goal directed to the development and advancement of a specific career(s).
- Developing habits such as critically reflecting on the learning experiences so as to improve next time

#### **4. Creative Thinking & Innovation Skills**

Creative and innovation skills increasingly are being recognized as the skills that separate students who are prepared for today's complex life and work environments, and those who are not. A focus on creativity, critical thinking, problem solving and decision making is essential to prepare students for the future. Student should attain the ability to produce and assess, generate and judge the products of their thoughts; think critically and logically to evaluate situations, solve problems and make decisions through:

- Creativity: Learning to think creatively. Use a wide range of idea creation techniques to create new and innovative ideas. Ability to use lateral thinking to examine situations, and devise alternate decisions
- Critical Thinking & Problem Solving skills: Learning to reason effectively, make judgments and decisions by applying system thinking and the use of various tools and techniques such as brainstorming, affinity, multi-voting, root cause analysis and flow charts
- Investigative thinking: thinking that is purposeful, reasoned and goal directed.
- Problem solving techniques: identification, analysis and improvement of a situation or problem using a process which includes: assessment of current situation, creative thinking to develop options, identifying root cause, and ultimately selecting a solution which best meets business criteria.
- Decision making techniques: develop a range of alternatives, selecting the most appropriate by comparison against decision criteria, and taking appropriate action to implement

#### **5. Communication & Information Literacy**

After completing this course student should have a better understanding of how to communicate effectively - to individuals and groups, via spoken communications, written communications, and electronic communications. They should be able to communicate clearly, collaborate with others, access, evaluate, use and manage information:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Utilize multiple media and technologies, and know how to judge their effectiveness
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **COURSE CONTENT**

#### **Session 1: The Social Entrepreneurs**

Discussion of the Key traits and characteristics of the social entrepreneurs, and an understanding of the social environment

##### **1. Profile of the Social Environment**

- a. Understanding what is meant by being a social entrepreneur. Describe desirable entrepreneurial characteristics and personality traits
- b. Understand the global issues and trends prevalent in the today's society and the growing need for social intervention- Poverty, equality, health etc
- c. Understanding the role of social entrepreneurship in societal and economical development

- d. Obstacles and Barriers to social change: complicated political structures, human failings etc
2. Self assessment
    - a. Learning about yourself, personal goal, values, biases and interests
    - b. Practical exercise to assist understanding

### **Session 2: Social Entrepreneurship in the Developing World**

Discussions on the experiences from the business and the non-profit sectors- their responses to social problems.

1. International Case Studies
  - a. The Grameen Bank: Business Model, Challenges and successes
  - b. The Ashoka Institute: Business Model, Challenges and successes
  - c. The Schwab Foundation: Business Model, Challenges and successes
2. The Local sector
  - a. Research project on local social entrepreneurial environment

### **Session 3: The Process of Social Entrepreneurship- From Inspiration to Reality, Marketing Social Change**

Workshop session to obtain students views and opinions on the social conditions in Trinidad & Tobago and build their motivation for social change.

1. Overview of Social Impact Theory
2. Focus Group Discussion on Social Problems and Changes
  - a. Students would separate into teams and discuss with their partners the social issues that are compelling to them, any personal experiences that have affected their interests, and preliminary ideas for innovative solutions and socially entrepreneurial project- Draft vision and social mission
  - b. Class discussion to obtain general consensus and form basis for class debate on social change

#### **Major Activity 1**

##### **1. Social Entrepreneurship Presentation**

*Presentation from social entrepreneurs within the local environment- Business & Social Sector  
Students would be asked to debate the findings of their market research on social issues.*

### **Session 4: Social Entrepreneurship and Non-profit Management**

Examination of management topics unique to the particular objectives of non-profit organizations

- a. Key strategic issues and challenges for the non-profit organizations
- b. H.R Management in non-profit organization
- c. Marketing the non-profit organization
- d. Funding development: Grants and other fund-raising arrangements
- e. Financial management

### **Session 5: Social Entrepreneurship and Community Development**

Demonstration of the business model presented by Gregory Dees for social entrepreneurship and community development

1. Role and responsibility of various stakeholders
  - a. Government
  - b. NGOs/Voluntary Organizations
  - c. Education
  - d. Business
  - e. Community

### **Final Project: Community Service Internship/Practicum/Capstone Project**

Students would be assigned projects which they are expected to complete within an 8-10 weeks period; 4- 6 weeks of which may be spent as “unpaid” service to a non-profit or other social-based organization. The service hours will be set by the student and the “employer”. Students should therefore arrange their academic schedules so as to allow for these large chunks of time for internship work, such as entire days or entire mornings. Students would be recommended to social organization for their projected but are also free to select organizations of their own choosing, as long as they represent examples of social entrepreneurship.

The project may take one of the following forms:

- a business plan, marketing plan, or strategic plan for a new or existing social enterprise
- a business plan for a social venture fund or other form of capital market activity which has an identifiable social outcome
- a proposal to a foundation requesting funding for a social enterprise
- a critical assessment of an existing social enterprise with recommendations for improvement

Outstanding projects would be recommended for presentation at the Entrepreneurship Seminar

### **Lab Sessions**

All project teams would be required to attend at least two lab sessions. These sessions would allow students to share ideas and obtain feedback for successful project conclusion.

#### **Major Activity 2**

##### **2. Social Entrepreneurship Seminar/Workshop: Government, Society and the New Entrepreneur**

*Under the guidance of the college, the students would host this seminar which would be open to the general public. Serves multiple purposes- promote college, build awareness for program and raise funds for the business department future social programmes.*

- *Invite guest from Government, Business and Social sector to share their views and positions on Social development.*
- *Successful students present their work: possible funding and public support*

Session	Week	Readings	Assignment
<b>The Social Entrepreneurs</b>	Week 1	Lecturer Notes	Final Project Guidelines
<b>Social Entrepreneurship in the Developing World</b>	Week 2		Research Project
<b>The Process of Social Entrepreneurship- From Inspiration to Reality, Marketing Social Change</b>	Week 3		Topic for Debate
<b>Social Entrepreneurs Presentation</b>	Week 4		<i>Debate on Social Issues</i>
<b>Social Entrepreneurship and Non-profit Management</b>	Week 5		<i>Submission of Project objectives and milestones</i>
<b>Social Entrepreneurship and Community Development</b>	Week 6		
<b>Self-directed study- Final Project</b>	Week 7 - 14		
<b>Lab Session</b>	Week 9,11,13		
	Week 11		<i>Research Project Due</i>
	Week 13		<i>Reflective journal on assignment due</i>
<b>Final Project Presentation</b>	Week 15		<i>Capstone Project due</i>
<b>Social Entrepreneurship Seminar/Workshop</b>	Week 18??		

### **TEACHING/LEARNING STRATEGIES**

Lectures  
Class Discussions & Case Studies  
Research  
Teamwork & Projects  
Oral & Visual Presentations

### **CLASS PARTICIPATION**

Daily preparation for, and regular participation in, class discussions is ESSENTIAL. Each student is responsible for all material assigned, discussed, or otherwise presented, regardless of time of enrolment or attendance. Much of the class time will be spent in open discussion of cases, practical exercises and text material. Hence, it is considered part of students' "job" in the classroom to contribute accordingly.

- Although you are asked to trust your own experiences, this course is designed to provide you with a framework for alternate interpretation, thus be prepared to willing reinterpret these experiences in light of these theories
- Be aware of your own values and biases. Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, understand them, and be open to change and new ideas.

- Value the contributions of others. This learning environment is meant to be supportive. Respect for the contributions of classmates is expected. Healthy debate, scepticism, and constructive disagreement are welcome, but behaviours that detract from the learning of others are strongly discouraged.
- Practice active engagement by raising and answering questions, sharing ideas, observations and personal experiences, pointing out relevant data and generating potential solutions, pointing out relationships to earlier discussions and/or experiences and help others develop their views and ideas

## ***EVALUATION***

### **Individual Assessments (30)**

Research paper:	20%
Reflective Journal:	10%

### **Group Assessment (70)**

Focus Group:	10%
Debate:	15%
Capstone Project	30%
Presentation:	15%

### **Bonus**

<b>Project Poster:</b>	10%
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<b>Total</b>	<b><u>100%</u></b>
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## ***GRADING SYSTEM***

Below is the grading system used in the record of performance of students.

<b>% Points</b>	<b>Notation</b>	<b>Grade</b>	<b>Quality Points</b>
90 – 100	Excellent	A	4.0
85- 89	Very Good	B+	3.5
80 – 84	Good	B	3.0
75- 79	Satisfactory	C+	2.5
70 –74	Average	C	2.0
65 – 69	Below Average	D+	1.5



60 – 64	Minimum Passing Grade	D	1.0
0 – 59	Fail	F	0.0

For the following symbols no credit is awarded and no quality point value is assigned.

F	Fail	
I	Incomplete	A grade that is normally assigned if a student has satisfactorily completed most, but not all, course requirements due to extenuating circumstances. Any “Incomplete grade” must be made up prior to the end of the subsequent semester or the “I” grade is changed to “F”. It is the responsibility of the student to contact the instructor who, assigned the “I” grade and arrange to complete the work required for a regular grade to be assigned. In the event that the instructor cannot be reached, the student will contact the Director of the programme.
W	Withdrawn	Indicates that the student voluntarily withdrew from the course prior to the twelfth week of classes and submitted a withdrawal form to the head of the college. No notification of withdrawal prior to the twelfth week constitutes an “F” grade.
X	Audit	Signifies that the course has not been taken for credit. The tuition and other fee charges for auditing a course are the same as those for taking the course for credit, but auditing students are not evaluated and do not receive a grade.
NR	Grade Not Reported	
P	Pass/non credit	Signifies a passing grade in a non-graded course.
T	Transfer credit	Signifies the transfer of credits from one institution to another. For transcript purposes, transfer credits will be recorded in the semester in which the course in question is scheduled.

## QUALITY POINTS

Quality Points are calculated by multiplying the credits of a given course by the number of points for the grade, which the student obtained in that course.

The Quality Points are significant because they apply weighting to the grade point average according to the number of credits the course is worth and the grade the student made. The higher the grade in a course and the larger the number of credits the higher the Grade Point Average (GPA).

The Grade Point Average (GPA) indicates a student's programme rating and is obtained by dividing the total number of quality points earned by the total number of credits taken, not including credits arising from audit, transfer or pass/fail courses.

Example of Computation of GPA:

Course	Course Name	Credits	Grade	Qual.pts
INT 102	Introduction to Computer Hardware	3	B	9.0
INT 114	Program Design	3	C	6.0
PSY 100	Introduction to Psychology	3	A	12.0
COM 121	Presentation Skills	3	C	6.0
TOTAL		12		33.0

GPA = Total Quality Points/Total credits -  $33/12 = 2.75$

A student must obtain a minimum cumulative GPA of 2.0 in order to graduate.

*A student who receives an "F" for a credit course will not receive quality points but will have the credits counted in the computation of his/her GPA for that semester until the course is successfully repeated.*