Global Social Enterprise
ENTR2206 - COURSE SYLLABUS

Wednesdays and Fridays, 11:45am - 1:25pm
Room: Snell 117

Professor: C. Sara L. Minard, PhD.
Office: 219A Hayden Hall
Email: c.minard@neu.edu (please meet with me first before sending me an email)
Office hours: Wed. 2-4pm, Friday 9-11am, or by appointment
Cell Phone: 617-233-3807

TA: Aditi Agashe
Email: agashe.a@husky.neu.edu
Office hours: 10am-12pm, Tuesdays in 219A Hayden

1. Course overview

Social entrepreneurs play the role of change agents in the social sector, by adopting a mission to create and sustain social value (not just private value), recognizing and relentlessly pursuing new opportunities to serve that mission, engaging in a process of continuous innovation, adaptation, and learning, acting boldly without being limited by resources currently in hand, and exhibiting heightened accountability to the constituencies served and for the outcomes created. (In honor of the late Greg Dees)

If you always do what you always did, you will always get what you always got.

-Albert Einstein

What is the purpose of business in society? Is there a role for markets and business in issues of public good, justice, equity, education, environment, health or collective action? Current economic principles which underpin our trust in markets are not value neutral. Therefore, how we design real market-based solutions to the very real problems we face as a globe should be the focus of vigorous and open debate. What are the best business models to solve social and environmental problems that affect the majority of the world’s population who are income poor?

Social entrepreneurs, by virtue of being problem-solvers, challenge the status quo by identifying social problems, mobilizing resources, building networks and unleashing market forces to create value for social good. Despite enormous risk, they put everything on the line to achieve their mission, whether it’s restoring hope, justice, peace, ecological balance or prosperity for those excluded or marginalized. From homelessness to political conflict, from obesity to illiteracy, social entrepreneurs around the world tackle the tough problems that traditional businesses often ignore and governments lack the flexibility to experiment. Lasting solutions, however, are hard to come by, and knowing what works for a particular population requires the ingenuity, tenacity, resilience, and empathy that come from a social entrepreneurial spirit.

Social enterprise is a concept that has arisen to re-focus business on values and meaning in work and on the ethics behind how we produce and consume the goods and services we come to value as citizens in an interdependent, global society. An organizational subset of social entrepreneurship, social enterprises are considered hybrid business models for social value creation that are multidimensional and dynamic, moving across various parts of the society. A social enterprise is created to achieve a stated vision and mission aiming to solve a state or market failure, where success is measured by both financial sustainability and social impact. Social entrepreneurship and social enterprise represent a paradigm shift in our thinking about sustainable economic development, one that is beginning to have a profound impact on how products are designed and services delivered to poor and marginalized populations at home and abroad.
The purpose of ENTR2206 Global Social Enterprise, a four-credit undergraduate foundational course for the Minor in Global Social Entrepreneurship, is to offer an interdisciplinary look at the role of the rapidly growing field of social entrepreneurship and social enterprise in tackling global poverty and achieving sustainable development. It will prepare students to be reflective practitioners, equipping them with the essential conceptual frameworks and tools for creating successful social entrepreneurial ventures, initiatives, programs, or partnerships that seek to end poverty and make development more sustainable.

Using design thinking methods, the course looks at social entrepreneurship and social ventures through their entire life cycle — from observation, empathy, definition, ideation, prototyping and testing through start-up to scaling and exit to impact measurement and policy-making — with an emphasis on how market considerations and financial instruments are critical to achieving social and financial goals, particularly for organizations working with the poorest. The materials we cover place a strong emphasis on the need for asking better questions, a deeper understanding of the range of human motivations, from material self-interest, altruism, gift and duty, to obligation, reciprocity, justice and collective impact. Students will complete a social enterprise design project over the term of the course. They will work to define their professional values and purpose in work, and receive constant feedback from their peers and instructor throughout the semester to transform their personal and professional reflections into practice.

Class sessions will be divided into five (5) modules:

1. **Module I: Introduction to Social Entrepreneurship and Social Enterprise**
   a. Who are social entrepreneurs? How are they all similar and yet different?
   b. Comparative definitions: US and EU Perspectives, Global South and North
   c. Early models of social enterprise and social business: Grameen Bank

2. **Module II: Re-purposing Institutions, Networks and Ecosystems for Social Impact**
   d. New Forms of (Social) Financing: How do they influence social enterprise models?
   e. Hybrid Models: How do some models leverage technology, or community?
   f. Cultural Empathy and the Power of Inquiry: How Tostan challenged the status quo
   g. Limits to Market-based Approaches: How and when should rights enter into the picture?
   h. Know Your Customer: Zero Price Point Model: Aravind’s definition of access as growth
   i. Systems Thinking: Models that integrate sustainable development for impact

3. **Module III: Design Thinking Toolbox**
   d. Define: Empathy mapping & Problem framing
   e. Ideate: How Might We
   f. Prototype
   g. Test: Learning from failure, synthesis and evaluate

4. **Module IV: Building a Blended Value Business**
   h. Mission, Vision & Value Proposition
   i. Cost structure, budgeting, and fundraising
   j. Storytelling: Power of visual narrative as data
   k. Defining and Measuring Impact
   l. Social Impact Evaluation

5. **Module V: Putting it all together**
   m. Scaling for Sustainable Impact
   n. Collective Impact: SE and the SDGs
   o. Leadership, ethics and work/life balance
   p. Reflections and final presentations

*Please refer to the companion Class Schedule for details on readings and daily class activities.

Key questions we will explore in this course include:
- How does your understanding of the notion of human flourishing affect what you make?
• What are the individual and group characteristics of social entrepreneurship, and how do social entrepreneurs turn seemingly impossible situations into opportunities for human flourishing?
• What are the various mission-driven business models and how do they differ from traditional business or development projects? Is providing ways to subsidized (society/state) business services useful?
• What is design thinking, and how does it improve management skills needed to meet the challenges for social enterprises working directly with poor communities?
• What does scale mean, when does it matter, and what is the role of the public sector, private investors, and NGOs in replication, scale and exit strategies? Which exit strategies have worked to maximize impact?
• How do we monitor, measure and report on social impact to communities, traditional/new funders, local/international partners, and governments?

Expected Learning Outcomes
1. Understand yourself as a social change agent: Hone your sense of purpose as you think creatively about innovative strategies to end poverty and to make economic development sustainable for future generations.
2. Demonstrate knowledge of leadership and team building, specifically how to communicate clearly and convincingly, how to build coalitions, think in systems, define problems, and think of results as measured by both social and environmental impact.
3. Understand the evolving field of social entrepreneurship, and demonstrate how to use this understanding to engage your local community in problem-solving using design thinking principles, aligning project goals with measurable social impact and harnessing all available resources (NGO, market and public).
4. Critically examine how different theories, definitions, and models of social entrepreneurship and social enterprise apply to low-income country contexts, to rural and urban contexts, to women, girls and minorities.
5. Explain how to challenge existing theories and concepts of what business, finance, partnerships and public leadership can look like in the 21st century through reflection, critical analysis and applied experience.

Classroom and On-line Discussions
Students will examine research, texts and cases regarding social enterprise and sustainable development concepts and engage in student-led analysis and discussion both in class and through an on-line discussion forum on our class webpage. Readings, including a variety of case studies and additional material, will be made available through the course website. It is however, expected that you will use a great many other resources to assist your learning, including primary research, and stay abreast of the trends in the social impact space.

Co-op Moments
Previous work experience is an important element in our collective knowledge base as a class and I invite students to let me know when there is a “co-op moment” and I will gladly provide time for you to share your stories and insights.

SE Design Challenges
Throughout the course we will have several team-based “challenges” that will require time commitments outside of class. The goal of these deliverables is to: 1) give you hands-on experience data gathering and communicating with the public about social enterprise, and 2) provide opportunities for applied learning by creating a design feedback loop to help teams move towards the completion of their final course deliverable. While the problem you research is largely self-directed, to do well in this course your commitment to outside work with your team must be a priority. Please refer to the companion Class Schedule for details. If you have a time conflict with any of our class activities, you must notify me in advance.

2. Required Course Materials
*In addition to these required texts available in the bookstore or online at BetterWorldBooks.com, all other course materials, including cases, as listed in the Course Schedule are available on BlackBoard. For any questions about readings or assignments, please first e-mail the TA.
Required Books

Recommended Subscriptions
– Stanford Social Innovation Review (Highly recommend; One year digital $39.95)
– See the websites, newsletters, and blogs I recommend you subscribe to at the end of the syllabus.

3. Course Grading and Assignments

1. (Individual) Class Participation and Engagement (20%)
2. (Individual) Case Write-up and Presentation (30%)
3. (Individual) Two Reading Quizzes (20%)
4. (Group) SE Design Challenge (30%)

1. Class Participation and Engagement (Individual: 20%) - Students are expected to be prepared for every class and participate actively in discussions, attend all field trips held during class time. In addition, students are required to post comments on the on-line discussion forum and be prepared to orally present their work during class throughout the semester. Quality matters more than quantity. You will learn more if you participate, and your peers will learn more as well from diverse points of view. Your responsibilities are to come to class prepared and with notes in front of you with your answers to the discussion questions and your thoughts as to how the readings and cases relate. I will grade your participation based on your speaking regularly with concise and insightful comments and questions that add to our collective knowledge. In addition, I may cold call at times, so be prepared. There are additional short written assignments that count towards your participation grade:

1a. First, a personal reflection of your thoughts about social change and global poverty. The task here is simply to complete the phrase “This I believe” and reflect on the nature of social change, what you think about social entrepreneurship, and/or what is needed to end poverty and achieve sustainable development.

1b. Second, a personal inventory of the assets and resources the student could draw upon. This will be done during the Design Lab on 2/10. The task is to imagine the social problem you are most passionate about addressing and to develop a list of capacities and individuals that one could draw upon to support this social change effort. (Presumably part of this strategy is your current educational program and all those helping you pursue this effort. You can include this if you want. A different approach is to imagine you have left university and are now onto the next stage).

1c. Third, at least three (3) on-line discussion posts will be required throughout the semester, responding to the questions posed by the case discussants who are leading that particular class discussion.

2. Case Write-up and Presentation (Individual: 30%) - Each student is expected to write a case analysis on one of the cases we will be reviewing during the course, and then prepare on-line discussion questions for the class and serve as the discussant of this case during the class when the case is scheduled to be discussed. Your TA will be coordinating this sign-up process during the first week of class. The write-up is not to exceed 1000 words (4 pages). It should address discussion questions that are part of the syllabus and critically examine how the readings and the chosen case relate. These are not opinion pieces but analytical summaries for guiding class discussion. As previously mentioned, students will be initially assigned to a particular class, but students will be allowed to switch to a different class if there is a good reason to do so, and they can find someone with whom to trade. You should send
the case write-up to the entire class no later than 12pm the day before class. You should then be prepared to facilitate a short discussion in class on the case.

3. Reading Quizzes (Individual: 20%) At the end of Modules 1 and 3, there will be a reading quiz to confirm student’s thorough reading of the assigned book chapters, cases and articles. These are 30-40 minute short answer, take-home quizzes, to be submitted as a signed hard copy in class. Each quiz is worth 10% of the final grade.

4. SE Design Challenge (Group: 30%) – This is a group project (teams of 3) where students will design a social enterprise solution to a real problem (this is not a business plan). The end product will be conceived and developed as a culmination of 5 design challenges throughout the semester. Worksheets and Lab sessions will help guide the teams through the different stages of the design thinking process. Final project pitches will be presented at the end of class to faculty and members of the public. Your final deliverable for the course is a slide deck and 4-5 page written report (to be discussed), and an oral pitch presentation to be delivered on the last day. Full details of this assignment will be handed out in class.

“No movement will succeed if it cannot paint a picture of a world people want to go to.”
- Dr. Martin Luther King, Jr.

4. Course Evaluation

Grades will be assigned for cumulative points according to the following formula. The baseline—meets expectations—means that students have demonstrated overall proficiency in the learning outcomes of your course and will earn a B level grade. To the extent you exceed expectations in quality of your work, your grade will be a B+ or an A-, depending on the level and frequency of that performance. An A grade is reserved for those who exceed expectations consistently, or to a significant degree. A C grade or less is usually the result of failure to submit your work on time, or to follow instructions, or to simply to fail to make the minimal effort to produce a college-level work product. Grades will be cumulative average split between individual effort and group effort.

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<thead>
<tr>
<th>Range</th>
<th>Grade Description</th>
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<tbody>
<tr>
<td>95–100%</td>
<td>A Exemplary performance</td>
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<tr>
<td>90–94%</td>
<td>A Consistently above expectations</td>
</tr>
<tr>
<td>87–89%</td>
<td>B+ Above expectations, very good</td>
</tr>
<tr>
<td>84–86%</td>
<td>B Meets expectations, good overall performance</td>
</tr>
<tr>
<td>80–83%</td>
<td>B- Meets expectations most of the time</td>
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<tr>
<td>77–79%</td>
<td>C+ Mostly meets expectations although below some of the time</td>
</tr>
<tr>
<td>74–76%</td>
<td>C Below expectations but passing</td>
</tr>
<tr>
<td>70–73%</td>
<td>C- Below expectations and needs improvement</td>
</tr>
<tr>
<td>67–69%</td>
<td>D+ Consistently below, but enough to get credit</td>
</tr>
<tr>
<td>64–66%</td>
<td>D Under performing</td>
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<tr>
<td>60–63%</td>
<td>D- Should consider repeating the course</td>
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<tr>
<td>&lt; 60%</td>
<td>F No credit for the course</td>
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5. Summary of Due Dates for Course

<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/15</td>
<td>Top three choices for case write-ups sent to TA by Tuesday 5pm</td>
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<tr>
<td>1/15</td>
<td>(1a) Personal Essay (500 words) “This I Believe” sent to instructor and TA by Tuesday 5pm</td>
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<tr>
<td>1/27</td>
<td>Your “big idea” for the SE Challenge is shared in class; Project teams formed by 1/29</td>
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<tr>
<td>1/27</td>
<td>Field trip to Mapparium ($3/per student)</td>
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<tr>
<td>2/10</td>
<td>Your personal inventory is conducted in class</td>
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<tr>
<td>2/19</td>
<td>Quiz #1 due in class</td>
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<tr>
<td>3/18</td>
<td>Mid-term peer review, due Friday by 5pm</td>
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<tr>
<td>4/01</td>
<td>Quiz #2 due in class</td>
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<tr>
<td>4/13-4/14</td>
<td>Final Pitch Presentations</td>
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<tr>
<td>4/20</td>
<td>End-term peer review, due Friday by 5pm</td>
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6. Class Norms, Policies, and Procedures

Absences. Unexcused absences will reduce your class participation grade. Students who think they may need to miss a class must inform the instructor in advance, and submit the necessary documents and make-up material within 2 weeks of the class in order not to forfeit the participation grade. Students missing more than three (3) absences will lose a half letter grade (i.e., B to B-) on their final grade. Exceptions can be made in extenuating circumstances. If you need to be excused for a good reason (illness, family emergency, etc.) please email the professor, and the TA, before class to get permission. Emailing after class is not recommended.

Late Assignments and Extra Credit. No late assignments will be accepted and there is no extra credit for this course.

Differently Abled. If you qualify for accommodations because of a disability (differently abled), please provide me with a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

Religious Observances. Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know at the beginning of the semester that you will miss class because of religious observance so that appropriate accommodations can be made.

Discrimination and Harassment. Northeastern University’s policy on Discrimination and Harassment, and Sexual Harassment apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Institutional Diversity and Inclusion: http://www.northeastern.edu/oidi/compliance/sexual-harassment/

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See polices at http://www.northeastern.edu/osccr/pdfs/Code%20of%20Conduct/2014-15%20UG%20Handbook_Code%20of%20Conduct%20only.pdf

E-mail. You should use email primarily as a tool to set up one-on-one meetings with me should my office hours conflict with your schedule. Use the subject line “Meeting request.” I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office during office hours. Our conversations should take place in person or over the phone rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere.

Use of Electronic Devices. In order to foster a respectful classroom learning/teaching environment, there will be limited use of electronics during class time. This includes cell phones, computers, tablets, PDA's, MP3 players, etc. Electronic devices can be both incredibly helpful in accomplishing our work, saving us time (and paper), for note-taking, and quickly connecting us with others, but they can also be a major distraction that can keep us from being
fully present. You may return phone calls/emails during breaks. During my lectures and at various times during class, I may need to ask you to close your computers so that you may focus your full attention on the discussion or experiential exercises. I request that you respect the integrity of the learning community by only using your laptop to take notes, or to briefly look up something that is being discussed. Use of electronic devices is strictly forbidden during guest lectures, even to take notes. If any student ignores this policy, their participation grade will be reduced.

**Standardization of File Names and Font Size**

This section describes a few small things you can do to make your instructor profoundly happy. For readability please make sure to use a minimum of 11pt font, double-spaced. Mac users must convert all files. You are also required to name your files in a standardized way. Please use the following format (and yes, Mac users, you are required to use file extensions):

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[Topic] – [Assignment] – [Team Members (alphabetical by last name)].ppt or docx
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**Challenge 1 – PPT1 – S. Minard, A. Sen, A. Smith.ppt**

**Course Evaluation and TRACE**

The university has created an online course evaluation tool called TRACE. Participation in TRACE is essential to improving the next and all subsequent offerings of the class, and you are strongly encouraged to complete the TRACE evaluation when it is delivered to you by email late in the semester. Failure to achieve a high participation in TRACE can result in delayed posting of final grades.

**7. Academic Integrity Statement**

This class and everything you do in it is governed by the NU Academic Integrity Policy, which can be found at the following link: http://www.northeastern.edu/osccr/academic-integrity-policy/

I take NU’s Academic Integrity Policy very seriously. In order to maintain a vigorous learning community in the classroom, it is critical that we, as a class, do not tolerate academic fraud (cheating, plagiarism, lying). As a matter of personal and professional respect for each other, and ourselves, we should expect the highest standards of conduct from our peers and ourselves. Violating these standards takes away the value and meaning of the educational environment for all of us, and in the event that such a violation occurs, the individual(s) responsible will be subject to University sanctions that may include failure from the course, suspension, or expulsion. Please see me if you are uncertain about what represents an honor code violation.

**8. Connection To Our Social Entrepreneurship Program**

We hope that upon completion of this course, you will be interested in our programs in social entrepreneurship offered by the Social Enterprise Institute (SEI).

**Field Study Programs** (Dialogue of Civilization Courses): Our field study programs include summer Dialogue courses in India (Summer 1), Central America (Summer 2 staring 2016), and South Africa (Summer 2). These programs are comprised of two courses, for a total of 8 academic credits.

**Community Engagement Programs**: We also have programs in Boston, including a Citizen Schools program, Room-to-Read, and many other volunteer opportunities. These programs are not for academic credit, and volunteers are accepted on a first come, first serve basis.

**Academic Curriculum**: We offer related courses in social entrepreneurship (ENTR2206, ENTR4506), and microfinance (ENTR2219). The courses can lead to a concentration track in Social Entrepreneurship for business majors, and an interdisciplinary minor in Global Social Entrepreneurship for non-business majors.
SEI Speaker Series: As a class, we will attend one of our three SEI Speaker Series events during the semester. Once the schedule of these events is set, we will discuss as a class and commit the event to our schedules. We will spend time in class developing some questions for the guest speaker.

SEI-SA: The SEI Student Association is an excellent way to get actively involved with the social enterprises activities on campus and off. To learn more, please email the current SEI-SA members listed in SEI's website.

9. Recommended Online Resources

Toolkits/Guides


Useful websites and newsletters

- The Design Gym: http://www.thedesigngym.com/
- seToolbelt is an open content resource hub that helps social entrepreneurs plan, launch, manage and grow successful social enterprises. www.setoolbelt.org
- The Skoll Foundation’s Social Edge website offers a useful insight into current debates in the field and profiles of social entrepreneurs around the world http://www.socialedge.org/
- IRIS - http://iris-standards.org/- is a common language for describing the social and environmental performance of an organization.
- Kiva- www.kiva.org
- Global Giving - www.globalgiving.org
- TED – http://www.ted.com/themes/africa_the_next_chapter.html provides talks by the world’s leading innovators on “Africa: the next chapter”
- EMES Network - www.emes.net - is the European Research Network on social economy and social entrepreneurship.
- Social Enterprise Coalition - http://www.socialenterprise.org.uk - SEC is the UK’s national body for social enterprise, site has information and cases studies, examples and other resources available.
- SEEP Network – http://www.seepnetwork.org - is an organization of more than 50 North American private and voluntary organizations that support micro and small business and microfinance institutions in the developing world. Site contains an enormous number of practitioner developed resources, most of which are free.
- Microlinks – http://www.microlinks.org - US government sponsored portal for microenterprise and microfinance practitioners; downloadable information, conference notes, presentations, and virtual discussions.
Center for the Advancement of Social Entrepreneurship (CASE) at Duke University's Fuqua School of Business - [http://www.fuqua.duke.edu/centers/case](http://www.fuqua.duke.edu/centers/case) - has downloadable articles and monthly newsletter, the Case Corner.

Next Billion – a project of the World Resources Institute - [www.NextBillion.net](http://www.NextBillion.net) - goal is to identify and discuss sustainable business models that address the needs of the world's poorest citizens. Downloadable cases studies and research papers can be found on their site.

William Davidson Institute at the University of Michigan - [http://www.wdi.umich.edu](http://www.wdi.umich.edu) - has articles, research papers, publications, video streams, as well as a newsletter, NGO Success Quarterly.

Change Makers Net, [www.Changemakers.net](http://www.Changemakers.net) and online newsletter, social entrepreneur profiles and stories, and information produced by Ashoka.

SOCAP is a multi-platform organization dedicated to the flow of capital towards social good - [http://socialcapitalmarkets.net/](http://socialcapitalmarkets.net/)

Net Impact - [http://www.netimpact.org/](http://www.netimpact.org/) - is a global network of leaders and institutions who seek to the world through business

Transforming Business - [http://www.transformingbusiness.net/](http://www.transformingbusiness.net/) - is a new research and development project in the University of Cambridge focused on enterprise-based solutions to poverty.

Poverty Action Lab - [http://www.povertyactionlab.org/](http://www.povertyactionlab.org/) - The Abdul Latif Jameel Poverty Action Lab (J-PAL) is a center within the Economics Department of the Massachusetts Institute of Technology whose aim is to reduce poverty by ensuring that policy is based on scientific evidence.


UNDP Growing Inclusive Markets ([http://www.growinginclusivemarkets.org](http://www.growinginclusivemarkets.org))


Business for Social Responsibility – [www.bsr.org](http://www.bsr.org) - based in San Francisco with now global reach

Financial Access Initiative is a consortium of researchers at NYU, Yale, Harvard and IPA focused on finding answers to how financial sectors can better meet the needs of poor households - [http://financialaccess.org/](http://financialaccess.org/)

Echoing Green [www.echoinggreen.org](http://www.echoinggreen.org)

Schwab Foundation: [www.schwabfoundation.org](http://www.schwabfoundation.org)


Starting Bloc: [www.startingbloc.org](http://www.startingbloc.org)

Charity Navigator: [www.charitynavigator.org](http://www.charitynavigator.org)