ENTREPRENEURSHIP IN THE SOCIAL SECTOR
ENTP 6392.501
FALL 2014

Class Meeting: Mondays 7:00 – 9:45 PM, JSOM 1.107 **Office Hours:** Monday 3pm-7pm; Wednesdays 10am-3pm; or by appointment	**Toyah Miller, PhD** **Office:** JSOM 3.610 **Email**: toyah.miller@utdallas.edu **Phone:** Office: (972) 883-4825

Course Description

Social entrepreneurship is a model that has gained attention during the past decade. It is a process that applies innovative and business solutions to address social problems. Social entrepreneurial ventures may take nonprofit, for-profit, or hybrid business forms. One of the goals of social ventures is to demonstrate their effectiveness and to grow and scale to address the global and systemic issues of the world. Innovations in the field of social entrepreneurship include social capital markets (e.g., social venture capital), measures of social impact, and organizational structure.

In this course, students have the opportunity to learn social entrepreneurship theory and practice skill in a real world context through service-learning. Teams select a local nonprofit organization to apply the course concepts in core learning areas (such as governance, exploring and managing profit-generating activities, and going to scale). Students consult with top leaders of nonprofit organizations to gather information and complete team reports and project assignments. The service-learning project helps to develop key knowledge, skill, and personal and professional experience, which can be applied in diverse settings: in nonprofit, for-profit, entrepreneurial, and established organizations.

Learning Objectives

Students will be able to:
1. define and identify social entrepreneurship and examples of social entrepreneurs and their ventures.
2. analyze and evaluate opportunities and constraints related to social ventures and present recommendations for effectiveness.
3. identify, describe, and create a social value proposition for organizations.
4. identify and describe the theory of change for an organization.
5. identify and analyze types of innovative structures and business models and their implications.
6. identify and evaluate the use of income mechanisms in the social sector.
7. analyze an organization and recommend a profit-generating opportunity with a complete analysis of feasibility and implementation.
8. analyze and evaluate social impact for a social venture and develop performance metrics for this purpose.
9. calculate social return on investment for a social venture.

Required Texts and Materials

Textbooks:
- *Social Entrepreneurship: A Modern Approach to Social Value Creation*, Arthur Brooks, 2009
- **Electronic Readings**: Download eJournals (Harvard Business School and other articles) as required. The eJournals are available for download at no charge on the UTD McDermott Library website (http://www.utdallas.edu/library/ collections/ journals.htm).
- Coursepack consisting of cases – can be purchased from https://cb.hbsp.harvard.edu/cbmp/import/ptos/28022943

Grading

Grade item	Due Dates	Points	Percent of Grade
Reflection reports		80	8%
Reflection report #1 – Defining social entrepreneurship	9/8		
Reflection report #2 – Strategic planning in social enterprise	9/29		
Reflection report #3 – Earned income strategies	10/20		
Reflection report #4 – Recognizing social value	11/10		
Case analysis reports		120	12%
Case #1	9/29		
Case #2	10/20		
Case #3	11/10		
Team assignments		200	20%
Team assignment #1 – Project plan	9/15		
Team assignment #2 – Social value proposition	10/6		
Team assignment #3 – Financial resource analysis	11/3		
Team assignment #4 – Social value measurement	11/17		
Final service learning report and presentation	12/1	200	20%
Midterm	10/13	125	12.5%
Final exam	12/8	125	12.5%
Participation and professionalism		150	15%
Total points		1000	100%

Assignments and Academic Calendar

Reflection Reports - Due before class on the date it is due

Each student will be required to submit four written reports that reflect on the module's assigned readings and relate them to the student's service-learning assignment or professional work experience. The essays will be used to deepen understanding of social entrepreneurship and create connections between the service-learning experience and course content. Reflection reports are to be submitted to eLearning. The reports should be 1-1.5 page in length, use 12 point type, and be double-spaced with 1-inch margins. The student's name and course should be at the top of the page.

Each reflection report links back to the assigned readings for that module. The reports should include three paragraphs (one demonstrating comprehension of the reading's concepts, the second drawing relationships with the service-learning project, and a third evaluating the concepts in the context of the organizations).

In the first paragraph, you should respond to at least 2 of the module reading questions (except the case questions).

- Reflection report #1 – Module 1 readings
- Reflection report #2 - Module 4 readings except case questions
- Reflection report #3 - Module 6 readings except case questions
- Reflection report #4 - Module 8 readings

In the second paragraph, you should reflect on the concepts and answer *any* one of the following questions:

- What connections have you made between this module's readings and your nonprofit organization?
- What new insights beyond the classroom learning did you gain from the service-learning experience?
- Did the engagement challenge your prior beliefs?
- Did the engagement confirm anything you knew or learned?
- What are the major lessons that you might apply to your present or future experience (work, volunteer, or personal)?
- What has the service-learning experience changed in your commitments or life understanding?

In the third paragraph, you should reflect on the concepts and answer any one of the following questions:

- Were there any concepts, ideas, or theories in this module that you did not agree with or found not useful for your service-learning organization? Defend your position.
- Were there any that you found incomplete or not useful in the real-world? Defend your position.
- Do you believe your service-learning organization has adopted these theories or prescriptions? Why or why not? What are the indicators?
- Do you think that they should adopt some of these ideas or prescriptions? Why or why not? What changes (if any), given the readings, would you recommend for the service-learning organization?

Case Analysis Assignment – *due before class on the date it is due*

The cases make up a significant experience in this course, so it is important that each student prepares by reading the cases prior to class and by actively engaging in the class discussions. The case assignments are designed to facilitate learning objectives. Each student will submit three case write-ups (in your coursepack).

The case write-up is effectively an executive summary of the case with brief answers to case questions listed on e-learning in the Reading Discussion Questions document under each case. The write-up should be typed and not exceed two double-spaced pages (12-point Times New Roman) plus any exhibits.

Tips for case preparation: Considering that case preparation is a personal matter and that there is no one formula, the following are some generally recommended guidelines for most cases:

1. Read the case quickly, noting the major issues and a general sense of the layout. Read to get a sense of who the protagonist(s) is/are and of the situation. Ask yourself how the case might fit into the previous sessions.
2. Re-read the case carefully, annotating, highlighting and distinguishing important information, omissions, and questions raised by the reading.
3. Decide what the most important issues are. Answer any assigned questions accompanying the case. If no questions are assigned, use the course objective (from the syllabus) and the assigned reading materials to determine the relevance of the case.
4. Discuss the case with others, before class if possible, to test out your ideas and further your understanding of the issues.
5. Prepare notes to guide your class participation, including: answers to assigned questions, summary of the main issue(s), further questions raised by the reading, assumptions made by the case writer and/or the protagonist(s), similarities and differences to other cases covered, possible approaches or solutions to the case problem.

Exams

We will have two major exams during the semester. These exams will consist of multiple choice and essay questions. We will talk more about the exams before they are administered.

Service-Learning Team Project

The purpose of this assignment is to provide an opportunity for you to demonstrate and further hone your knowledge and capabilities gained in class while applying them in a real world setting. The concepts and techniques learned in class are the most widely used ones, so what you learn and practice will serve you well in the future.

You are to select a nonprofit organization in teams and complete a comprehensive analysis of the organization including its mission, strategies, and performance. You and your team, along with your organization sponsor, will identify important issues and offer recommendations. In class, the project team will complete a weekly Project Status Form.

The project has two principal outputs during the semester:

1. **Team Assignments**. During the semester, there are four team reports due. These team reports provide a status update, overview of project planning, and opportunity to get feedback on initial ideas about the organization. They are three-pages, double spaced, excluding figures and tables, and also (reports 2-4) include a short 10-15-minute PowerPoint presentation. Feedback will be given on each team report and is expected to be used developmentally to create the final project report.
   - *Team assignment #1 – Project plan report.* Provide a plan of work for the project. This assignment includes an overview of stakeholders, key internal and client meeting dates, project leader, roles and work responsibilities of team members, key milestones for key deliverables, and a communication plan.
   - *Team assignment #2 – Social value proposition report*. Identify the mission of the organization. What products, programs, or services tie to the mission, and which do not? How does the problem or issue being addressed relate to the mission? Create a social value proposition. Conduct a theory of change analysis to further understand the nonprofit's mission and the challenges that they are addressing.
   - *Team assignment #3 –Financial resource analysis report*. Discuss the sources of the organization's current revenue (all financial assets and revenue sources). Evaluate how their income strategy goals align with current income (per revenue source) and discuss the challenges. Evaluate how organizational resources align with each revenue strategy. Recommend new ideas for earned income generation.
   - *Team assignment #4 – Social value/performance measurement*. Discuss how social value/performance is currently measured in the organization. Discuss the most recent year's reporting of social value/performance metrics. Are there any improvements that need to be made on the metrics to know whether the organization is delivering on social impact? What are the financial performance revenue units that need to be tracked? What parties should advise on your proposed measures?

2. **The final service-learning team project.** The final service-learning team project will include a cumulative written report and presentation due at the end of the semester.
   - A written report on the issue(s) facing the organization and the overall organizational analysis.
   - An oral presentation (maximum 15-20 minutes) in which you will outline the principal findings of your analysis and your recommendations. Evaluation criteria include both content and style issues. You must provide me with a summary of your presentation (a copy of the PowerPoint slides) on the day of your presentation. All team members must be present to receive full credit for the presentation portion of the project. The topics overviewed should include:
     - Description of the organization
     - Social value proposition
     - Funding analysis overview
     - Issue analysis
     - Recommendations
     - Implementation
     - Earned Income Opportunity

Final Team Written Project. A major part of the grade on the project is the quality of the writing. Good written communication skills are essential both in the university and in industry. The report should be around 20-25 pages. Note: There is a 30-page limit for this report excluding all tables, references, and appendices. Please make sure the report is typed and double-spaced in 12-point Times New Roman font with one-inch margins. The paper must contain a proper reference section (endnotes are acceptable). Please use proper headings. The paper should be both printed and sent electronically. There should be at least 15 references. The paper can and should reference work presented and expounded upon in the appendices. \

Please address the following issues in your analysis:

1. Description of the organization

a. Organization history
b. Mission and program areas
c. Business model
d. Leadership

2. Social value proposition
   a. What contribution does the organization have to individuals and society? Why should beneficiaries want this alternative over others? How is success defined?
   b. Beneficiary experience analysis
   c. Theory of change analysis
3. Issue analysis
   a. Discuss the core issue(s) facing the organization, various perspectives on the issue(s), and its causes.
   b. Identify any internal or external forces related to the issue or opportunity (SWOT)
   c. How does the issue(s) relate to the theory of change and/or customer value proposition?
4. Recommended actions
   a. What should your organization change to become more effective and address this issue(s)? (Hint: Be creative, and use strategic concepts that we have discussed throughout the semester. Don't just discuss what they've been doing in the past.)
   b. Discuss the data-gathering and fact-finding methods and results that provide support.
   c. Discuss anticipated benefit (financial or other return) relative to costs.
   d. Provide evidence through risk analysis that you have thought through future uncertainty. What steps can the organization take to overcome the particular issue they currently face? Please be specific and action-oriented.
5. Implementation methods
   a. What steps should the organization take to implement your solution?
   b. Who should be involved?
   c. What is the timeline?
   d. What is the strategy for rollout?
6. Appendices
   1) Measuring social value
      a) What evidence indicates that the organization has been successful?
      b) What are the top 3-4 measureable indicators?
      c) Social value/performance over the prior 3 years by indicator.
      d) Use REDF's social return on investment approach to measuring social value.
      e) Discuss how internal leaders, external funders, beneficiaries, and the public will feel about the metrics and their findings.
   2) Financial analysis
      a) Discuss each source of the organization's current revenue (financial assets and revenue sources).
      b) Discuss their income strategy goals (per revenue source and challenges).
      c) Discuss major sources of costs.
      d) How do the revenue and cost structures compare to other nonprofits with similar size and mission?
      e) Evaluate the strengths and weaknesses of each income strategy by evaluating its alignment with organizational resources.
      f) Make recommendations for prioritization or change of revenue/cost areas.
   3) Social enterprise opportunity
      a) Recommend 1–2 earned income opportunities. Discuss their mission relatedness (low to high) and economic viability and contribution (low to high).
      b) What is the market? Competitors?
      c) What resources and capabilities does the organization have that would enable this opportunity?
   4) Scaling the organization
      a) Discuss the opportunity versus challenges of growth.
      b) Suggest a growth strategy for the organization including the assessment of its cost, control, and fit with mission.

Participation & Professionalism

"Participation and professionalism" refers to class conduct and work in teams. I view beneficial participation as possibly the most important tool for learning. Therefore, class attendance is extremely important. Please let me know if you will be unable to attend a class session due to a personal emergency. In order to have good discussions of the course materials, students must come prepared for class. This means reading the assigned materials before class and coming prepared to discuss the readings and ask questions.

You can expect "cold calls" as well as voluntary participation in each class session. Both the frequency and quality of your contributions will be used to evaluate class participation, and I will work to call on different individuals; however, the onus is on each student to participate.

Additional Course Information

Peer Evaluation. A peer evaluation process will be utilized to adjust individual grades on all group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form (attached) will be completed individually and turned in on the day of the final team project.

Formation of Groups. This course is structured for teams of four to five students. Students will be provided an opportunity to form teams during the first session of the course. A list of the members of each group (with name, email and telephone contact information) should be turned in to the instructor by email by the assigned due date.

Project Time Commitment and Weekly Status Requirement. Students should expect to commit at least 6-8 hours per week (in addition to classroom attendance) to the project (a total of 90-120 hours per semester). Each week, students will complete and communicate a project status report.

Lecture Notes. The Microsoft PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (https://elearning.utdallas.edu/).

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due at the beginning of class on the date assigned and should be submitted through eLearning if you are unable to attend the class. Consideration may be given for extenuating circumstances with prior notification. There is no late paper flexibility on team assignments. Individual assignments submitted late at or before the next class session following the due date will be graded, but 15 percentage points will be deducted from the grade. Late papers submitted at or before the second class session following the due date will be graded, but 30 percentage points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. Consideration may be given for extenuating circumstances with prior notification.

Format. Your name (or the group identification and names of all group members), the course number, and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page-length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should be double-spaced in 11-12-point type and prepared with 1” margins all around. Appropriate titles and section headings should be used. Number the pages and staple in the upper left corner. Binders and report covers are neither necessary nor desired.

Presentation Format. Use MS PowerPoint where indicated and MS Word or Excel in all other cases. Keep it simple (no videos, sound effects, etc.). Limit animation to that required for an effective presentation. Provide an electronic copy to me no later than 4:00 PM on the due date. Attach a hard copy of your slides to your paper (six slides per page is fine).

Electronic Submissions. When submitting an assignment, the file name should identify the course, assignment number, and the group ID/Full Name. For example, “ENTP 6392_Group A.doc” would identify Group A’s written assignment 2.

Effective written and oral communications are important in the business world. Students must "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar, and misspelled words have no place in effective communications and will be considered in the evaluation of your work and ideas.

UNIVERSITY POLICIES

Technical Support. If you experience any problems with your UTD account, you may send an email to assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

***Off-campus Instruction and Course Activities*.** Off-campus, out-of-state, and foreign instruction and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

***Student Conduct & Discipline*.** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct.

***Academic Integrity*.** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that each student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to statements, acts or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

***Email Use*.** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, we cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

***Student Grievance Procedures*.** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes with enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence (i.e., for the purpose of observing a religious holy day) or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Class Schedule

Week	Topic	Readings	Assignments
S1 8/25	Course overview - Module 1:Introduction to social entrepreneurship	1. Chapter 1 – Brooks Consulting Circle: The Consulting Process	
9/2	Labor Day		
S2 9/8	Module 1: Introduction to social entrepreneurship	1. Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review*, *5*(2), 28-39. 2. Dees, J. G. (1998). Enterprising nonprofits. *Harvard Business Review*, *76*, 54-69. 3. Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review* 6(4), 34-43. Introduce Nonprofits, Teams and Project Management Consulting Circle: Project Management	Reflection Report #1 – Module 1 Form teams and select area nonprofit to adopt. Arrange appointment with Executive Director. Begin to identify the big issue and how you will research this area.
S3 9/15	Module 2: Distinguishing social entrepreneurship	1. Dees, J. G. (1996). "The meaning of social entrepreneurship." Palo Alto, CA: Graduate School of Business, Stanford University. 2. Boschee, J., & McClurg, J. (2003). Toward a better understanding of social entrepreneurship: Some important distinctions. *Retrieved October*, *9*, 2008. 3. Schramm, C. (2010). All entrepreneurship is social. *Stanford Social Innovation Review*. 4. Bromberger, A. R. (2011). A new type of hybrid. *Stanford Social Innovation Review*, *9*(2), 49-53. **Consulting Circle:** Problem Analysis and Fact-finding Strategies	Team assignment #1

		 **Speaker:** Ujal Ibrahim (Grameen Foundation)	
S4 9/22	Module 3: Recognizing social opportunities	1. Chapter 2 - Brooks 2. Guclu, A., Dees, J. G., & Anderson, B. B. (2002). The process of social entrepreneurship: Creating opportunities worthy of serious pursuit. *Center for the Advancement of Social Entrepreneurship*, 1-15. 3. Christensen, C. M., Baumann, H., Ruggles, R., & Sadler, T. M. (2006). Disruptive innovation for social change. *Harvard Business Review*, *84*(12), 94. 4. Bloom, P. N., & Dees, G. (2008). Cultivate your ecosystem. *Stanford Social Innovation Review*, *6*(1), 47-53.  **Consulting Circle:** SWOT and the Nonprofit  Speaker: Kate Knight (The Ground Floor)	
S5 9/29	Module 4: Developing strategic plans for social ventures	1. Chapter 4 – Brooks 2. Colby, S., Stone, N., & Carttar, P. (2004). Zeroing in on impact. *Stanford Social Innovation Review*, *2*, 24-33. 3. Case 1 – Jumpstart	Reflection report #2 – Module 4 Case Write-Up #1: Jumpstart
S6 10/6	Module 5: Business models organizational structure, governance and leadership	1. Chapter 3 – Brooks 2. Alter, K. (2007). Social enterprise typology. *Virtue Ventures LLC*, *121*. (Chapters 4) 3. Below, C. L., & Tripp, K. D. (2010). Freeing the social entrepreneur. *Stanford Social Innovation Review*, *8*(4), 36-41.  **Consulting Circle**: Team Building	Team assignment #2
S7 10/13		Mid-term	Mid-term
S8 10/20	Module 6: Funding and profit-generating strategies	1. Chapter 6 – Brooks 2. Foster, W., & Bradach, J. (2005). Should nonprofit seek profits. *Harvard Business Review*, *83*(2), 92-100. 3. Case 2: Nuru Energy	Case write-Up #2: Nuru Energy Reflection report #3 – Module 6

S9 10/27	Module 7: Traditional and nontraditional funding sources	1. Chapter 7 – Brooks 2. Sievers, B. (1997). If pigs had wings: It's sexy to compare grantmaking to venture capitalism. It's also dead wrong. *Foundation News and Commentary*. 3. Letts, C. W., Ryan, W., & Grossman, A. (1997). Virtuous capital: What foundations can learn from venture capitalists. *Harvard Business Review*, *75*, 36-50.  **Speakers:** Liam Mulvaney (LifeNet)	
S10 11/3	Module 8: Measuring social value	1. Chapter 5 - Brooks 2. Mulgan, G. (2010). Measuring social value. *Stanford Social Innovation Review*, *8*(3), 38-43. 3. Cunningham, K., & Ricks, M. (2004). Why measure? Nonprofits use metrics to show that they are efficient. But what if donors don't care? *Stanford Social Innovation Review*, *2*(1), 44-51.  **Consulting Circle**: Risk Analysis in Consulting Projects	Team assignment #3
S11 11/10	Module 8: Measuring social value	1. Gair, C. (2002). "A report from the good ship SROI." San Francisco: The Roberts Foundation. 2. Lingane, A., & Olsen, S. (2004). Guidelines for social return on investment. *California Management Review*, *46*(3), 116-135. 3. Case #3 – Acumen Fund  **Consulting Circle:** Theory of Change  **Speakers:** TBD	Case write-up #3: Acumen Fund Reflection report #4 – Module 8
S12 11/17	Module 9: Scaling social impact	1. Chapter 9 – Brooks 2. Bradach, J. L. (1999). *Going to scale*. Division of Research, Harvard Business School. 3. Bloom, P. N., & Chatterji, A. K. (2009). Scaling social	Team assignment #4

		entrepreneurial impact. *California Management Review*, *51*(3), 114-133.	
11/24		Fall Break	
S13 12/1		Final Presentations	Final Presentations
S14 12/8		Final Exam	