

SOCIAL ENTREPRENEURSHIP

ENTP 4340.501

FALL 2015

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| Class Meeting: Thursday 7:00 – 9:45 PM, JSOM 2.804 Final Exam: Paper/Presentation due December 8 th , 2015 Office Hours: Tuesdays 5:00pm-7:00pm; or by appointment | Robert G. Wright Office: JSOM 4.102 Email: wright.bob@gmail.com Phone: Office: (214) 695-3747 |
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COURSE DESCRIPTION

The defining feature of early America, according to Alexis de Tocqueville, was small groups of citizens banding together to do good works. Today, early in the 21st Century, we rely significantly and increasingly social enterprises to provide significant social services. Social entrepreneurial ventures may take nonprofit, for-profit, or hybrid business forms. The course will develop theoretical and practical frameworks appropriate for understanding the processes and challenges of businesses operating in the social sector. Student teams will work with selected local social ventures – focusing on the issues and challenges of mission definition, service delivery, business practices, fund-raising, and governance – to address a defined initiative.

In this course, student teams will “adopt” one of several pre-selected Dallas-area social enterprises and apply business practices to build organizational capacity. Through a series of meetings with each venture leader, the teams will complete a written assessment and class presentation of the selected organization and an area critical to the nonprofit’s success.

Many of the skills learned and sharpened will be transported from and transferable to a traditional entrepreneurial business. Those who successfully complete this course will be better prepared for career opportunities that provide significant personal satisfaction and professional stability.

LEARNING OBJECTIVES

Upon successful completion of the course, 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 analyze types of innovative structures and business models and their implications
5. identify and evaluate the use of income mechanisms in the social sector
6. analyze and evaluate social impact for a social venture and develop performance metrics for this purpose

REQUIRED COURSE MATERIALS

- **Brooks, Social Entrepreneurship: A Modern Approach to Social Value Creation.** ISBN-13: 978-0-233076-3 (2009) (available at the bookstore and online)
- **Electronic Readings:** As indicated in the syllabus

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 at the end of class on [September 1, 2015](#).

LECTURE NOTES

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<https://elearning.utdallas.edu/>) under course ID ENTP 6392.5U1. You should be able to access eLearning with your UTD ID and password. Call computer services at (972) 883-2911, if you need assistance.

COURSE REQUIREMENTS & GRADING:

The list of assigned readings is attached. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions are important parts of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be no quizzes. Your grade will be based on your written assignments, oral presentations, and contributions to class discussions. These assignments, their due dates, page limits, and their relative weights in determining your final grade are summarized in the table below:

| Written Assignment | Due Date | Team or Individual | Format | Paper Length | Weight |
|--|----------------|---------------------|--------------------|---|--------|
| 1. Organization Interview | Sept. 15, 2015 | Team and Individual | Questionnaire Form | 2 pp answers to questions, 5-7 slides to support 15-minute presentation | 5% |
| 2. Research Plan | Sept. 22, 2015 | Team and Individual | Paper/PowerPoint | 2 pp answers to questions, 5-7 slides to support 15-minute presentation | 5% |
| 3. Social Enterprise Investigation | Sept. 29, 2015 | Team and Individual | Paper/PowerPoint | 2 pp answers to questions, 5-7 slides to support 15-minute presentation | 5% |
| 4. First Test | Oct. 13, 2015 | Individual | Multiple Choice | | 15% |
| 5. Summary Funding Analysis | Oct. 20, 2015 | Team and Individual | Paper/PowerPoint | 2 pp answers to questions, 5-7 slides to support 15-minute presentation | 5% |
| 6. Marketing Analysis | Oct. 27, 2015 | Team and Individual | Paper/PowerPoint | 2 pp answers to questions, 5-7 slides to support 15-minute presentation | 5% |
| 7. Outcome Measure Analysis | Nov. 3, 2015 | Team and Individual | Paper/PowerPoint | 2 pp answers to questions, 5-7 slides to support 15-minute presentation. | 5% |
| 8. Second Test | Nov. 17, 2015 | Individual | Multiple Choice | | 15% |
| 9. Research Project presentation rehearsal | Dec. 1, 2015 | Team and Individual | PowerPoint | FIRST DRAFT of final presentation - 20 slides to support each element of project results | 10% |
| 10. Final Project Results | Dec. 8, 2015 | Team and Individual | Paper/PowerPoint | 10-15 pp summary of project results, 20 slides to support each element of project results | 20% |
| 11. Class Participation | | Individual | | | 10% |
| Overall Course Grade | | | | | 100% |

Written feedback will be provided on each assignment.

Class Participation. Ten percent (10%) of your grade will be based on the quality of your preparation for and active participation in class discussions and exercises. From time to time, it may be necessary to miss a class due to illness or personal business. Please let Mr. Wright know in advance. Keep in mind that written assignments must be emailed by the due date, regardless. If participation becomes an issue, your grade will be impacted.

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.

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 August 8th. See example posted under Course Materials on WebCT.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due no later than 4:00 PM on the date assigned and should be submitted through eLearning. Consideration may be given for extenuating circumstances with prior notification. There is no late paper flexibility on team assignments.

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 use 11-12 point type, be double-spaced, 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.

Outline Form Response. Written assignments will be prepared as an outline-form response. I will expect a statement of the question or discussion point followed by a bulleted or numbered list of the key items in your response. These written assignments will not be graded, but will inform your discussion of the particular readings for that class.

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. Submit an electronic copy through eLearning no later than 4:00 PM on the due date.

Electronic Submissions. If you submit a paper by email, the file name should identify the course, assignment number, and the group ID. For example, "ENTP 6392_2_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

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 the website address 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 I, 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 of 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 of 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 dean 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 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.

DISCUSSION QUESTIONS FOR OUTSIDE READINGS

The following discussion questions are provided to help you complete a structured analysis focusing on the key points in each reading:

Social Entrepreneurship: The Case for Definition (Session 2)

1. What is your definition of social entrepreneurship?
2. Is social entrepreneurship important? Why or why not?
3. Take a side. Nonprofits should / should not engage in money-making activities.

For Love or Lucre (Session 3)

1. Discuss the pros and cons of different structures for the following businesses: (a) a daycare center; (b) a bakery; and (c) a green grocery.
2. How do the different structures drive different motivations?
3. How do you build an organization to deliver results?
4. How would you measure those results?

Virtuous Capital: What Foundations Can Learn from Venture Capitalists (Session 4)

1. What venture capital practices are relevant to foundation improvement? Why?
2. How does the application of these principles change the relationship between foundation and nonprofit?
3. How might a venture capitalist look differently at a nonprofit than she might at a for-profit?

Catalytic Philanthropy (Session 4)

1. How does this article (written 13 years after *Virtuous Capital*) advance the conversation?
2. Describe the four practices of catalytic philanthropy and discuss how one of them might apply to your nonprofit?

Profits for Nonprofits (Session 6)

1. How does cause based marketing differ from corporate philanthropy?
2. What corporation might be a great partner for your nonprofit and why?

Creating Social Value (Session 8)

1. What is social value? How is it different from financial value?
2. What social value does your nonprofit create? What financial value?

Measuring Social Value (Session 8)

1. Why is measuring social value hard?
2. How does your nonprofit measure social value? How might it be improved by applying strategies that appear in this reading?

Calculated Impact (Session 8)

1. How do funder-side measurements of social value differ from nonprofit-side measurements?

Mission-Driven Governance (Session 9)

1. Discuss problems typically experienced in nonprofit governance?
2. What is “mission-driven governance”, and how does it differ from a more typical approach?
3. Which model do you prefer?

Increasing Civic Reach (Session 9)

1. List attributes you think are important in a nonprofit board member.
2. Where might your non-profit think about adding qualities?

The New Corporate Philanthropy (Session 10)

1. Why are corporations philanthropic if the goal is to maximize shareholder value?
2. What is cause marketing? What is policy marketing?

COURSE OUTLINE

| SESSION DATE | SESSION TOPIC/PREPARATION | ASSIGNMENT |
|------------------------|--|---|
| S01 8/25/15 | <u>Course Introduction</u> Lecture: <i>An Overview of the Course</i> | <u>No Written Assignment Due.</u> |
| S02 09/01/15 | <u>Introduction of Partner Nonprofits and Identification of Projects</u> | <u>No Written Assignment Due.</u> Form teams and select area organization to adopt (from presentations). Arrange appointment with the Project Sponsor. Begin selection of an area to research in support of the selected the organization. A questionnaire handout will be provided in class to facilitate this effort. |
| S03 9/08/15 | <u>What is Social Entrepreneurship?</u> Readings: <ul style="list-style-type: none"> ▪ Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation: 1-39</i> ▪ Martin and Osberg: <i>Social Entrepreneurship: The Case for Definition</i> <u>Stanford Social Innovation Review Spring 2007</u> Lecture: <i>Whence Social Entrepreneurship</i> Speaker: Adam Connatser (Wright Connatser PLLC) | <u>No Written Assignment Due.</u> |

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| S04 09/15/15 | <u>Social Enterprise – A Local Example</u> Guest: Peter Swanson (Mineful) | <u>Written Assignment #1:</u> Team assignment for class presentation. Complete interview with Project Sponsor and bring completed questionnaire. Report on the mission, business elements, and issues for investigation. ▪ 2 pp answers to questions 15-minute presentation (5-7 slides) |
| S05 9/22/15 | <u>Developing the Social Enterprise Concept</u> Readings: <ul style="list-style-type: none"> ▪ Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 41-49 ▪ Fruchterman: <i>For Love or Lucre</i> <u>Stanford Social Innovation Review Spring 2011</u> Lecture: <i>From Passion To Mission</i> (Wright) Speaker: | <u>Written Assignment #2:</u> Team assignment for class presentation. Bring to class a presentation of your research plan, including objectives, resources, time chart for completion and critical issues faced. This research effort will be a focus for the rest of the course and be the basis for the final exam grade. ▪ 2 pp answers to questions ▪ 15-minute presentation (5-7 slides) |
| S06 9/29/15 | <u>Business Models and Planning for the Social Enterprise</u> Readings: <ul style="list-style-type: none"> ▪ Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 51-64 ▪ Letts, Ryan, and Grossman: <i>Virtuous Capital: What Foundations Can Learn From Venture Capitalists</i> <u>HBR 97207 Mar-Apr 2007 (eJournal)</u> ▪ Kramer: <i>Catalytic Philanthropy</i> <u>Stanford Social Innovation Review Fall 2009</u> Lecture: <i>A Goal Without A Plan Is Just A Wish</i> (Wright) Speaker: | <u>Written Assignment #3:</u> Team assignment for class presentation. What is your organization's business model? Who does it serve? How does it deliver its services? How are they paid for? Is there or is there an opportunity for business income in your organization? What is it? ▪ 2 pp answers to questions ▪ 15-minute presentation (5-7 slides) |
| S07 10/06/15 | <u>Social Enterprise – A Local Example</u> Guest: TBD | <u>No Written Assignment Due.</u> |
| S08 10/13/15 | <u>Social Enterprise Incubation</u> Readings: <ul style="list-style-type: none"> ▪ TBD Lecture: <i>Accelerators, Incubators, and Such</i> ; Speakers: Brent Christopher (Communities Foundation of Texas), Tony Fleo (Social Venture Partners Dallas) and Kate Knight (The Ground Floor) | <u>Written Assignment #4:</u> First test |

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| <p>S09 10/20/15</p> | <p><u>Money Matters: Grants and Donations, Earned Income and Government Subsidies</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 85-122 <p>Lecture: <i>Money is usually attracted, not pursued;</i></p> <p>Speaker: Chad Houser (Café Momentum)</p> | <p><u>Written Assignment #5:</u></p> <p>Team assignment for class presentation.</p> <p>Bring to class a summary funding analysis for your organization. How is it funded? How sustainable is that funding?</p> <ul style="list-style-type: none"> 2 pp answers to questions 15-minute presentation (5-7 slides) |
| <p>S10 10/27/15</p> | <p><u>Marketing the Social Enterprise</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 123-149 Andreasen: <i>Profits for Nonprofits: Find a Corporate Partner</i> HBR 96601 Nov-Dec 1996 (eJournal) <p>Lecture: <i>The Best Way To Predict The Future Is To Create It</i></p> <p>Speakers:</p> | <p><u>Written Assignment #6:</u></p> <p>Team assignment for class presentation.</p> <p>Bring to class a marketing summary for your organization. How does your organization market its products and services? What should it do?</p> <ul style="list-style-type: none"> 2 pp answers to questions 15-minute presentation (5-7 slides) |
| <p>S11 11/03/15</p> | <p><u>Measuring Social Value</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 65-83 Auerswald: <i>Creating Social Value</i> Stanford Social Innovation Review Spring 2009 Mulgan: <i>Measuring Social Value</i> Stanford Social Innovation Review Spring 2009 Brest, Harvey & Low: <i>Calculated Impact</i> Stanford Social Innovation Review Winter 2009 <p>Lecture: <i>Not Everything That Can Be Counted Counts and Not Everything That Counts Can Be Counted</i></p> <p>Speaker: Tim Bray (The Institute for Urban Policy Research)</p> | <p><u>Written Assignment #7:</u></p> <p>Team assignment for class presentation.</p> <p>Does your organization measure its outcomes? Are the measures quantitative, qualitative, or both? How effective are these measures? Do its funders behave according to the measures? Do you have any ideas for improving outcome measures? What are they?</p> <ul style="list-style-type: none"> 2 pp answers to questions 15-minute presentation (5-7 slides) |
| <p>S12 11/10/15</p> | <p><u>Social Enterprise – A Local Example</u></p> <p>Guest: TBD</p> | <p><u>No Written Assignment Due.</u></p> |
| <p>S13 11/17/15</p> | <p><u>Governance</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Fisman, Khurana & Martenson: <i>Mission-Driven Governance</i> Stanford Social Innovation Review Summer 2009 Vandeventer: <i>Increasing Civic Reach</i> Stanford Social Innovation Review Spring 2011 <p>Lecture: <i>The Strategic Board: Creating and Keeping Involved</i></p> <p>Speaker: George Ellis (The Studer Group)</p> | <p><u>Written Assignment #8.</u></p> <p>Second Test</p> |
| <p>S14 11/24/15</p> | <p><u>No Class</u></p> | |

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| <p>S15 12/1/15</p> | <p><u>Collaborating Across Boundaries; Mission Accomplishment</u></p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Brooks: <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i>: 151-173 ▪ Smith: <i>The New Corporate Philanthropy</i> HBR 94309 May-June 1994 (eJournal) <p>Lecture: <i>Coming together is a beginning; keeping together is progress; working together is success.</i></p> <p>Speakers: Regina Nippert (The Budd Institute)</p> | <p><u>Written Assignment #9:</u></p> <p>Team assignment for class presentation.</p> <p>FIRST DRAFT of final presentation</p> <ul style="list-style-type: none"> ▪ 20 slides to support each element of project results |
| <p>S16 12/8/15</p> | <p><u>FINAL PRESENTATION</u></p> <p>Lecture: <i>Putting It All Together</i> (Wright)</p> <p>Final Exam: <i>Post to eLearning no later than noon on December 5, 2015 (to allow distribution to invited guests).</i></p> <p>Guests: <i>Executive Directors, board members, and invited staff form your selected non-profits. Don't be surprised to find other dignitaries there as well.</i></p> | <p><u>Final Written Assignment #10:</u></p> <p>Team assignment for final class presentation.</p> <p>Present overview of selected non profit, results of research project, and recommendations for future actions.</p> <ul style="list-style-type: none"> ▪ 20 slides to support each element of project results |