

WAKE FOREST UNIVERSITY
Social Entrepreneurship Course Syllabus
Room B01A Kirby Hall

Instructor:

Cyndi Skaar

Office: 315 Kirby Hall (Tuesday and Thursday 10:45 to 11:30 AM or call for appt.)

Phone: 748-8272 (8AM to 9PM) Campus phone: 758-4629

E-mail: skaar2@ix.netcom.com or skarcj@wfu.edu

Class Materials (Required):

Dees, J. Gregory, Emerson, Jed, Economy, Peter. Enterprising Nonprofits. A Toolkit for Social Entrepreneurs. John Wiley & Sons, Inc. ©2001 ISBN 0-471-39735-0

Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press, ©2004 ISBN 0-19-513805-8

Course Objectives and Overview:

The intent of the First Year Seminar is “to promote intense rigorous intellectual exchange, both written and oral, in a seminar setting in which all participate in critical thinking and analysis of arguments.” This seminar, which focuses on social entrepreneurship, will explore the following questions:

- What is a social entrepreneur? What traits and capabilities are necessary to be a successful social entrepreneur?
- What social norms today would you like to see changed?
- How does change occur?
- How can social reform be enhanced if reformers adopt the principles inherent in building a sustainable business?
- How does a social entrepreneur go about making his/her dream into a reality?

This course is organized into three sections.

- Section 1: Establishing the foundation
In this section we will determine the meaning of social entrepreneurship, explore what characteristics, skills and knowledge a social entrepreneur needs to be successful and begin acquiring the necessary skills and knowledge to be a successful social entrepreneur.
- Section 2 : Developing a Business Plan
In section 2, we will put the knowledge and skills we learned in Section 1 to the test. This section will focus on researching, writing and persuading.

- Section 3: Sources of Funding
Fundraising is a core competence of every social enterprise. Here we will learn not only what sources of funds are available, but also how prospective funders decide who to fund.

Grading

Everything you submit will be graded on a 100-point scale. Your final grade will be calculated using the weights shown below. Students must have some class participation and complete all assignments in order to pass the course.

Class participation/discussion	20%
Written communications	50%
Formal presentations	<u>30%</u>
	100%

Lap top computers are not required. To avoid unnecessary distraction, if you bring your laptop, please keep it closed during class.

Course Requirements

Class Participation: In the “working world”, verbal communication is critical to the accomplishment of tasks. Most verbal communication consists of informal discussion. To simulate this environment, classroom time will be dedicated, for the most part, to discussion.

The questions that will be discussed in each class are listed on the course outline, along with the readings for that day. When you come to class, you should be able to succinctly summarize the assigned readings, explain key concepts and give examples of applications. You may be called on at any time.

Class participation will be scored as follows:

65 or below (depending on severity) Seldom if ever contributes to discussions during class

70: On occasion contributes to class discussions by providing a response to a posed question

78: Responds to questions only infrequently (about once/class) or consistently reads from text

88: Contributes several times during class by providing a response to a posed question without consulting the textbook

100: Contributes frequently with insightful and/or probing comments. Clearly has thought about the subject matter prior to class and pushes beyond the textbook material.

Being *unprepared for or having more than two unexcused absences* will result in an automatic downward adjustment in your participation grade. An excused absence is one that I know about before class begins and involves an illness, mandatory attendance at an athletic or academic event, or a family emergency. There is no make-up for class participation.

Written Communications: Business writing is different than other writing. It must be well-organized, well-substantiated, clear and succinct. The most common forms of written business communication are the memo and the report. Both use the same writing principles.

In this course, you will gain experience writing a business plan (report). You will write your business plan one section at a time over the course of the semester. Expect your report to total 15 to 20 pages when complete. Before you submit your first section, we will spend time in class talking about what constitutes good business writing.

Each section of your business plan will be delivered to me by e-mail no later than 8AM on the due date. I will use the “track changes” or “comment” tools to insert my suggestions. I will return your work to you, along with my notations, before you submit your next section. This way you can improve your writing as the class progresses.

All of the writing you do should be your original work. Work that is plagiarized will be assigned an “F” grade. The Wake Forest definition of plagiarism is as follows:

“To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person’s ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else’s ideas. By “ideas” is meant everything from the definition or interpretation of a single word, to the overall approach or argument. If you paraphrase, you merely translate from his or her language to yours; another person’s ideas in your language are still not your ideas. Paraphrasing, therefore, without proper documentation is theft, perhaps of the worst kind. Here, a person loses not a material possession, but something of what characterized him or her as an individual. Plagiarism is a serious violation of another person’s rights, whether the material is stolen is great or small; it is not a matter of degree or intent. You know how much you would have had to say without someone else’s help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who have in any way contributed.”

Formal Presentations: There are times that informal communications will not suffice. For example when we are asking for funding or for approval of an important decision, a formal presentation is more appropriate. Therefore, you will be making two formal presentations: one at mid-term and one at the end of the term. I will provide you with written instructions closer to the presentation dates.

COURSE OUTLINE

Date	Topic	Reading
1/10	<p>Business Entrepreneurs (BE) vs. Social Entrepreneurs (SE) <i>Assignment for class discussion: What are the differences between a business entrepreneur (BE) and a social entrepreneur (SE)? What is the difference between a business enterprise and a social enterprise? Do we need both? Why? What factors are important to the success of an entrepreneurial business enterprise? A social enterprise? What social problems would you like to see social entrepreneurs address?</i></p>	<p>Bornstein pages 1-10 Dees pages 1-5 and 9-18</p>
1/12	<p>Understanding Entrepreneurial Qualities in Individuals <i>Assignment for class discussion: What characteristics do BE share? What characteristics do SE exhibit? Why are these characteristics important? What are the significant differences between BE and SE? Do the EQ exercise to see if you have what it takes to be an entrepreneur? Be prepared to share your EQ score.</i></p>	<p>Bornstein chapter 18 Dees pages 5-9 EQ exercise (this will be e-mailed to you)</p>
1/17	<p>Social Enterprise Example: Vera Cordeiro <i>Assignment for class discussion: What problem was Vera Cordeiro trying to solve? What organization was addressing the problem before she got involved? What was going on in the environment that prevented this problem from being solved? How did Vera Cordeiro change the system? What sources of funding did Vera have? Who are Ranascer's enemies? Allies? Customers? List all of the traits, skills, and experience that she needed to make Associacao Saude Crianca Ranascer successful.</i> NOTE: Board of Dir. formed today</p>	<p>Bornstein chapter 11</p>
1/19	<p>Developing a Business Plan <i>Assignment for class discussion: Prepare a brief written description of the social enterprise you would like to start and why, including your qualifications from EQ exercise. Be ready to present this to your Board of Directors.</i></p>	<p>Dees chapter 10 and pages 300-303 Social Enterprise Plan Template (provided by instructor)</p>
1/24	<p><i>Library Instructional Session: Secondary Research</i> Section III of Social Enterprise Plan Due</p>	<p>None</p>
1/26	<p>Market Analysis: James P. Grant <i>Assignment for class discussion: What problem was Grant trying to solve during his time at UNICEF? How big was this problem? What industry does UNICEF compete in? What is the state of the industry in 1980? Who else is providing similar services? Who uses these services? How effective are these</i></p>	<p>Bornstein chapter 19 Dees pages 219-223 (section on competitors)</p>

other service providers? What was Grant's goal? How realistic was his goal? What are UNICEF's competitive advantages? How did Grant use them?

Date	Topic	Reading
1/31	Market Analysis <i>Assignment for class discussion: Research your industry. What is the state of the industry today? How big is the problem you are trying to solve? What other organizations, if any, are providing services similar to the services your organization would provide (limit analysis to the top two or three in the same market that you would be serving)? Who uses these services? How effective are these service providers? Write-up your findings and be prepared to discuss them with your Board of Directors. Also, contact at least one of these organizations by phone or in person and request an annual report, plus three years of financial statements (income statement and balance sheet, preferably from IRS form 990).</i>	None
2/02	Environmental Assessment: Javed Abidi <i>Assignment for class discussion: What are the challenges and opportunities facing Javed Abidi that are outside of his control? How do these factors affect Javed? How does Javed respond to them?</i>	Bornstein chapter 17 Dees pages 28-29 (section on environmental scanning)
2/07	Environmental Assessment <i>Assignment for class discussion: Research your "industry". What are the challenges and opportunities presented by the environment? Be prepared to present your list in class.</i>	None
2/09	Section IV of Social Enterprise Plan (written and oral)	None
2/14	Section IV of Social Enterprise Plan (written and oral)	None
2/16	Mission/Vision: Jerro Billimoria <i>Assignment for class discussion: What is Jerro's mission for Childline? Assess Childline's mission. How effective is the mission statement? How does Jerro use the mission to lead? What is your favorite company? Find their mission statement on their website and evaluate it. Be prepared to present your findings to the class</i>	Bornstein pages 68-73 Dees pages 19-26 and 32-36
2/21	Mission/Vision <i>Assignment for class discussion: Draft a mission statement for your social enterprise. Be prepared to present your draft to the class.</i>	Dees pages 37-42

Date	Topic	Reading
2/23	Understanding Needs and Wants: Marketing Research <i>Assignment for class discussion: Who are Veronica's customers? Who are her indirect beneficiaries? What kind of research did Veronica Khosa conduct? How did she use this information? What were the benefits of collecting it?</i> Section V of Social Enterprise Plan Due	Bornstein chapter 15 Dees pages 199-219
2/28	Understanding Needs and Wants: Marketing Research <i>Assignment for class discussion: Who is the primary customer for your social enterprises product or service? How big is this group? What are their needs and wants? Use secondary research to gather all of the possible data you can find on your primary customer. What information are you missing? How will you go about collecting this information? Come prepared to discuss these issues with the class.</i>	None
3/02	Products and Services: sources of innovation <i>Assignment for class discussion: What was Fabio's mission/vision for Palmares? Who was his target market? Who were his competitors? Describe Fabio Rosa's product or service while he worked for the municipality of Palmares do Sul? What was his formula for creating social value? How did he demonstrate the market potential of his idea? How was his approach different at STA?</i>	Bornstein chapter 3 Dees pages 43-49, 51-57, 161-165 and 223-228 (section on designing your value proposition)
3/14	Products and services: pricing <i>What kind of pricing strategy is Jacob Shramm using? What is the mission of College Summit? How does this pricing strategy help or hinder him from reaching his strategic objectives?</i>	Bornstein chapter 13 Dees pages 14-15, 69-72, 228-237, 248
3/16	Products and services: value equation <i>Assignment for class discussion: Describe your product/service. What is the value equation for your social enterprise? How is this different than the value equation of the top competitor? Be prepared to discuss your value equation with the class. Will you charge for your product/service? If so, who will you charge? How will you calculate a price?</i>	None
3/21	Stakeholders and Accountability: Jeroo Billimoria <i>Assignment for class discussion: Identify those constituencies to whom Jeroo is accountable. What methods did Jeroo use to market Childline to each? How effective were Jeroo's marketing efforts? What do you like about what she did? What could she have done differently?</i>	Bornstein chapter 7 Dees pages 103-113 and 237-244

Date	Topic	Reading
3/23	Promotion: Florence Nightingale <i>Assignment for class discussion: What was Florence Nightingale's mission? How did Florence Nightingale promote her social enterprise? What do you like about her approach? What drawbacks do you see?</i>	Bornstein chapter 4 Bornstein chapter 8 Dees pages 244-247 (section on mission-driven public relations)
3/28	Marketing/competitive strategy <i>Assignment for class discussion: Make a grid. Lay out all the steps in your change process across the top of the grid. Lay out all the stakeholders down the sides. How will you inform all the stakeholders about your product/service? Where on the grid do you anticipate problems and with which stakeholders? How will you overcome these problems? Be prepared to discuss your findings.</i>	Dees pages 173-185
3/30	Operational Plan: management and the workforce <i>Assignment for class discussion: The Pilisvorosvar Social Home and Erzsebet Szekeres organization are both institutions for mentally and physically handicapped people. Compare and contrast the ideal employee for each organization. What is the management structure of Erzsebet's organization? Describe the quality control procedures used by management. Section VI of Social Enterprise Plan Due</i>	Bornstein chapter 9 Dees pages 63-69 and 74-76 (section on work force)
4/04	Operational Plan: management and the workforce <i>Assignment for class discussion: What will the management structure of your organization look like initially? What other kind of workers will you need? What characteristics are critical for your workforce? How available is labor that meets these qualifications? How will you insure the quality of your product/service?</i>	Bornstein chapter 12
4/06	Start up Expenses and Capitalization <i>Speaker from Winston-Salem Foundation. Come prepared with two to three questions regarding???</i> Sections VII and VIII of Social Enterprise Plan Due	Bornstein chapter 10 Dees pages 30-31 and 72-100
4/11	Start-up Expenses and Capitalization: <i>Assignment for class discussion: What kind of start-up expenses do you anticipate for your social enterprise? How do you plan to raise this money? Develop a summary plan showing your needs, ideas for funding and funding costs.</i>	Download free cash flow template from http://www.sba.gov/library/forms.html

Date	Topic	Reading
4/13	Financial Plan <i>Assignment for class discussion: Please bring your computer loaded with the balance sheet and income statement templates to class today, along with a calculator. We will practice calculating and interpreting financial ratios. THIS IS AN EXTREMELY IMPORTANT CLASS. BE PREPARED! Section IX of Social Enterprise Plan Due</i>	Dees chapter 9 Download balance sheet and income statement templates from http://www.sba.gov/library/forms.html
4/18	Financial Plan <i>Assignment for class discussion: Analyze the financial information that you received from your “competitor.” Apply the ratios in Dees’s chapter 9. What do these ratios tell you about its finances? Use this information to prepare a three-year financial plan for your organization. Be prepared to discuss your plan with the class.</i>	None
4/20	Risks and Strategies for Managing <i>Assignment for class discussion: What factors make Ashoka a risky venture? Do a risk ratio analysis for Ashoka. What is Ashoka’s degree of risk? What actions could be taken to reduce the risk? Section X. of Social Enterprise Plan Due</i>	Bornstein chapter 2 Dees chapter 6
4/25	Risks and Strategies for Managing <i>Assignment for class discussion: Do a risk ratio analysis for your social enterprise? What is your degree of risk? What actions could be taken to reduce the risk? Be prepared to discuss your findings with your Board.</i>	None
4/27	NO CLASS. <i>Section XI. of Social Enterprise Plan Due</i>	None
Final Exam Date	<i>Presentation of Executive Summary (Section II) and Completed Business Plan Due</i>	None