

MBA Elective Course
Social Entrepreneurship (1.5 credits)

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Course Overview: This course focuses on the specialized case of entrepreneurship as a “mission-based venture”. We will review the various ways and examples of how entrepreneurship can be a positive tool for achieving social as well as economic progress. During the course, students will study cases on social entrepreneurship (both domestic and in the developing world), examine the best opportunities for private sector activity, examine non-profit and for-profit approaches, and work on a project team to develop a plan for an actual social entrepreneurial venture within the local community.

Course Objectives: Specifically, the objectives of this course are to:

- 1) Increase awareness of the pervasiveness and complexity of social and environmental challenges and how those challenges can create entrepreneurial opportunities.
- 2) To introduce students to the best practices, successes and failures, opportunities and constraints in the field of social entrepreneurship and sustainable business practices.
- 3) To provide students with the tools and conceptual framework to evaluate entrepreneurial business opportunities in the social sector and with respect to sustainable business strategies.
- 4) To engage in experience-based learning via a real world social entrepreneurial project.
- 5) To provide new perspectives on the opportunities for leveraging business education to impact the social sector.

Course Materials: All course readings, handouts, instructor notes and cases are available within Course Web.

Readings & Cases:

- The meaning of social entrepreneurship
- Creating successful business models: Lessons from Social Entrepreneurship
- Social enterprise: Private initiatives for the common good
- Scaling social entrepreneurial impact
- Even Bigger Change: A Framework for Getting Started at Changing the World
- *Case Study: “White Dog Café”*
- *Case Study: “Manchester Bidwell Corporation: The Replication Question”*

Course Evaluation:

There are three (3) components that will be used to evaluate your performance in the course:

1. Individual Case Analyses (40%):

Submit a 3-5 page case analysis that outlines your reflections and perspectives on the following key issues:

- What are the key lessons learning from the case on the issue of social entrepreneurship? teams?
- What should this organizational consider in moving forward toward more effective create sustainable impact?
- How does the situation facing this organization provide insight to the opportunities and challenges facing firms and individual entrepreneurs considering social ventures?

2. Social Entrepreneurship Team Proposal & Presentation (40%):

Students will be assigned to a project team at the beginning of the semester. Goals for the project are two-fold: (1) develop a proposal and five (5) minute “pitch” presentation for a meaningful social entrepreneurship project activity based on an external client as identified by the instructor and; (2) demonstrate the understanding and application of course content material to the assigned project and its deliverables. Due dates for all assignments are provided on the course outline and schedule.

3. Individual Class Participation (20%):

The final component of your performance evaluation is your contribution to class discussions. Please prepare your class readings and assignments before each session so that you may fully participate in our discussions. Some materials such as exercises, short case discussions or other pre-class preparation may be necessary and counted as identified by the instructor. If for some reason you cannot attend class, please let the instructor or the program coordinator know in advance.

MAKE-UP AND ATTENDANCE POLICIES

Class attendance is an essential part of the interactive learning that takes place in this course. In addition, many of the discussions and exercises require you to interact within your assigned teams. Please notify the instructor 24 hours prior to the scheduled class of any absences. Only absences for personal illness and/or medical emergencies will be considered excused absences. Make-ups for any assignments are provided only with verified family and/or medical *emergency* and must be taken within one week of the end of the class/term. Incomplete (I) grades are given for health/medical emergencies only and must be approved by the instructor prior to the final class session.

COURSE GRADING

The following grading scale will be used to compute your final letter grade for the course.

A+	99 – 100	B+	86-89	C+	75-78	D+	65-67
A	95 – 98	B	82-85	C	71-74	D	62-64
A-	90 – 94	B-	79-81	C-	68-70	D-	59-61

CODE OF ETHICS AND ACADEMIC INTEGRITY

Any violation of the Guidelines for Academic Integrity will lead to serious consequences. This includes writing of cases and papers as well as exams. Please make sure you are familiar with these guidelines which can be found within Katz Biz Net. If you have any uncertainty about what is acceptable collaboration, please check with the instructor(s).

IMPORTANT UNIVERSITY RESOURCES

In regard to university policies and resources, first and foremost, students are encouraged to hold me (and any faculty member at this university for that matter) fully-accountable for the detailed specific standards for faculty behavior outlined in such official documents as the university's policy on non-discrimination, the university policy on sexual harassment, and the university policy on academic integrity. Copies of these policies are available in the MBA main office. In addition to these policies, we are also a tremendous supporter of the efforts and services which are made available to students by the following offices:

- . Office of Disability Resources and Services (DRS) (216 William Pitt Union, 648-7890). DRS provides a broad range of support and services to assist students, faculty and staff with disabilities. Such disabilities may include visual impairment, auditory impairment, mobility impairment and "hidden" disabilities, such as ADD, AHD and psychological disabilities.
- . Learning Skills Center (311 William Pitt Union, 648-7920) This office offers a range of services which are designed to help students develop their skills in areas such as math, reading, study skills, time management and test taking.
- . Writing Center (501 Cathedral of Learning, 624-6556). As a project course, there is a tremendous amount of writing required throughout the term. While the technical aspects of writing re part of the grade, we will not have the opportunity to provide in-depth feedback and coaching in this area. However, the university writing center is an invaluable resource. Students can make appointments to work one-on-one with a person who will give patient assistance and valuable advice on a variety of writing concerns.

University Counseling Center (334 William Pitt Union, 648-7930). The Center's staff is dedicated to assisting students in their pursuit of personal and academic growth, to helping students gain a better understanding and appreciation of themselves, and to supporting students as they make important decisions about their lives. They offer counseling in a range of different areas including stress management, conflict resolution, coping with anxiety, and sexual assault services. Both individual and group counseling is available with trained professionals who respect professional ethics of confidentiality.

COURSE OUTLINE, SCHEDULE, READINGS & ASSIGNMENTS

Session 1: Understanding “social entrepreneurship”

- **Readings:** “The meaning of social entrepreneurship”
- **Assignment:** Discussion of final project and formation of project teams

Session 2: Creating value through social entrepreneurial enterprise

- **Readings:** “Social enterprise: Private initiatives for the common good”
- **Assignment:** *Case Study: “White Dog Café” (prepare for in-class discussion only)*

Session 3: Social entrepreneurship: Private sector perspectives

- **Readings:** “Creating successful business models”
- **Assignment:** Review project scope of work and progress reports

Session 4: Social entrepreneurship: Non-profit and other perspectives

- **Readings:** “Scaling social entrepreneurial impact”
- **Assignment:** *Case Study: “Manchester Bidwell Corporation: The Replication Question” (written case analysis due in class)*

Session 5: Social entrepreneurship and sustaining impact

- **Readings:** “Even bigger change”
- **Assignment:** Practice session for team presentations and overview of project reports

Session 6: Team projects and presentations

- **Assignment:** *Final team project reports and presentations due in class*

Guidelines for Case Analyses

Here are some things to think about as you prepare your team case analyses for this course. Below are a few of the key points that should be covered in all case analyses:

- What is the central issue or critical problem facing this organization?
- What key concepts or tool you have studied in this course help you to understand the situation facing this organization?
- What are your recommendations for change and key issues facing the organization in this change process?

Case analysis will be evaluated by the following criteria:

1. Content (40%):
 - a. Use of organizational behavior concepts that are clearly defined and explained
 - b. Correct application of relevant organizational behavior concepts to specific case details
 - c. Action steps and/or recommendations that are specific and concrete
2. Clarity (40%):
 - a. Consistency between the analysis and action steps/recommendations
 - b. Focus on critical issues from an organizational behavior perspective with a balance between “breath” and “depth” (focusing more on the latter)
 - c. Good structure and logical flow of arguments and adequate technical dimensions of presentation (grammar, style, organization, transitions, etc.)
3. Creativity (20%):
 - a. Different or unique view of problem or analysis of case. Distinctive or innovative approach.
 - b. Innovative or create format and/or delivery of information

Keep in mind the following keys to success in preparing all case analyses:

1. Assume that I have read the case. Avoid re-stating case details except in circumstances where these details are being included as concrete examples of core OB concepts, analysis or recommendation.
2. Focus on depth of analysis versus breath of coverage. Cover 2-3 key issues or areas of concern and provide supportive concepts, theories and recommendations for these issues. Avoid raising an issue that you are not prepared to address or analyze.
3. Don't overlook the technical aspects of your paper/presentation. Remember that lack of attention to the technical aspects can reduce clarity. Organization, grammar, presentation style, and logical flow are keys to the overall clarity and persuasiveness of your work.
4. Make sure recommendations are linked to the analysis. Be sure that the analysis of the situation or problem is linked to or logically follows the recommendations presented for change.