

ENT6506 (section 085E) - Intro to Social Entrepreneurship
Spring 2018, Mod 4, meeting T/R 7-8th (2:00-3:45p) in Hough 150

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Our TA will hold office hours in-person & online by appointment. Questions regarding your grades, course assignments, or other "bookkeeping" issues should be addressed to our TA. When sending email inquiries, be sure to identify yourself.

Social Entrepreneur-in-Residence:

Abhi Lokesh - abhi@fractureme.com
Abhi is available by appointment, email him to connect.

Access our class site in Canvas here

We ask that you please EMAIL us rather than using the Inbox/Messaging tool or the Comments in Canvas.

Please note: Due to the interactive nature of the class, the number of guest speakers, and the rapidly changing field of social entrepreneurship, the web-version of this syllabus document always supersedes any printed or PDFed versions. Be sure to hold down "shift" and click refresh/reload on your browser to insure you're not viewing an older version, cached by your browser.

Required Texts:

[Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World, 2nd edition](#)

by Jill Kickul & Thomas Lyons, ISBN: 978-1138903845, copyright 2016

[Social Entrepreneurship: What Everyone Needs to Know](#)

by David Bornstein & Susan Davis, ISBN: 978-0195396331, copyright 2010

[The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World](#)

by John Elkington & Pamela Hartigan, ISBN: 978-1422104064, copyright 2008

Just because we do not have exams, tests, or quizzes, please do not ignore these important texts, they will be fundamental to your understanding of SE. Other Readings are posted in Canvas or will be made available in class.

Recommended, but not required:

[How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), rev. edition by David Bornstein, ISBN: 978-0-19-533476-0, copyright 2006

[Work on Purpose](#) by Lara Galinsky, ISBN: 978-0615419466, copyright 2011.

[Half the Sky: Turning Oppression into Opportunity for Women Worldwide](#), by Nicholas Kristoff & Sheryl WuDunn, ISBN: 978-0307267146, copyright 2009.

[Out of Poverty: What Works When Traditional Approaches Fail](#) by Paul Polak, ISBN: 978-1605092768, copyright 2009.

Good Magazine - <http://www.good.is/>

Want more information & resources about Social Entrepreneurship?

See: <http://warrington.ufl.edu/centers/cei/engagement/socialimpact/>

Course Description

Social entrepreneurship involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. The ventures created by social entrepreneurs can be non-profit, for-profit, or an innovative hybrid of the two. What distinguishes social entrepreneurs is their unrelenting dedication to achieving their "mission" (rather than measuring their success by their financial bottom-line). They are working to create positive social change, fostering economic and social equality, and ensuring human rights in our local community and across the world. This involves a commitment to sustainability by decreasing their waste/environmental impact & enhancing the quality of life in their community – while providing an outstanding product or service to their customers.

Bill Drayton, the founder of Ashoka (the foundation for social entrepreneurship), coined the term "social entrepreneurship" in the mid-1990s. He famously said, "Social entrepreneurs are not content just to give a fish, or teach how to fish. They will not rest until they have revolutionized the fishing industry." According to Greg Dees, the director of Duke's Center for the Advancement of Social Entrepreneurship, social entrepreneurship involves: adopting a mission to create and sustain social value; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand; and exhibiting a heightened sense of accountability for the outcomes created.

Today's social entrepreneurs find themselves at a critical junction. In order to thrive in a corporate world, they must integrate traditional business management principles with their philanthropic goals to create more effective and innovative social organizations. And many for-profit corporations are realizing that customers are increasingly expecting and demanding sustainably & ethically sourced products and fair & conscientious operating practices. We will take a look at the many different ways social ventures have evolved to balance the expectations and desires of their board of directors, employees, volunteers, providers of funding, and ultimately and perhaps most importantly-the customers.

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship's rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs' question is simple: How can we use that power to make a positive, lasting contribution to society?

The course will consist of lectures, readings, films, original research by students, and case discussions, all of which are intended to provide students with the most engaging (and exciting) learning experience possible. The range of topics to be discussed is quite broad, from venture philanthropy and unique social enterprises to pressing social issues and innovative solutions (we'll talk about CSR, BCorps, L3Cs, calculating SROI, impact investing, and much more). In addition, students will have an opportunity to meet with several social entrepreneurs, learn about specific social issues, and volunteer as consultants with local nonprofit organizations, community agencies, and startup social ventures.

Ultimately, we hope to both empower and inspire you to, as Minor Myers Jr. said, "Go into the world and do well. But more importantly, go into the world and do good."

Class Requirements and Evaluation Criteria:

Assignment	Possible Points	FINAL Grade	Total Points
Assignments (8 will be submitted, 10 points each, drop lowest one, count best 7)	70	A	188 and above
Discussions (6 will be posted, 4 points each, drop lowest one, count best 5)	20	A-	180-187
Competencies of Changemakers Exercise	15	B+	176-179
Experiential Learning Consulting Team Projects	80	B	168-175
Participation	15	B-	160-167
		C+	156-159
TOTAL POSSIBLE POINTS	200	C	148-155
		C-	140-147
		D+	136-139
		D	128-135
		D-	120-127
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx		E	119 and below

Class participation

In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the readings and think critically about their application to the topic of the day. On days when we have guest speakers, you should review any background materials provided and think about questions or issues you would like them to address. You are expected to actively participate in class discussion, express your perspectives

and listen carefully to the views of your classmates. We expect for your contributions to build on or respond to the readings and lectures and make links to materials and lessons from other courses and current events.

Assignments

We are looking for detailed, thorough, thoughtful responses, including accurate information (when applicable) on all work submitted. The assignments will be submitted via Canvas on the due date & time listed below. You **must paste your work** into the assignment form on Canvas rather than send as an attachment. If you would also like to add an attachment (in order to preserve important formatting) please save as .doc or .rtf, not .docx, we can not accept .docx format documents. You will not receive a grade if your work is not pasted in to the Canvas submission form. We will count your 7 best Assignment grades, dropping the lowest one. Late work will be accepted only in extenuating circumstances (with the exception of the extra credit, which must be submitted on time), we believe "better late than never" and thus all late work must be turned in by 12pm Friday April 20.

Format: All work for this class (Assignments, Reading Questions, etc.) should be well organized, professional, and proofread-- using grammar and punctuation properly. Assignments should be single-spaced, in 10-12 point arial or times new roman font, with margins of 1" or less. Note that newer versions of Word default to 1.15 line spacing, please change that to 1.0.

Assignment 1: What's your story?: Due 9pm Thurs. 3/15 – 10pts (okay to submit late if you add the class during drop/add), this assignment is not submitted in Canvas, instead, you'll submit it here: https://www.surveymonkey.com/r/ENT6506_Assignment1

Assignment 2: Due 12pm Tues. 3/20 - 10pts

Choose a NGO (Non-Governmental Organization) which is based in AND serves a developing nation in Africa, Asia, Eastern Europe, or Latin America.

- Describe the mission and goals of the organization you selected
- Include how the venture is funded, summarize its budget, and review its operating structure
- Describe the population served by the venture (be specific-- use numbers AND descriptors)
- Discuss the social/environmental/economic issue(s) the venture addresses and the impact it makes (again, use both numbers & descriptors)

Compile this information. Note that you may need to research beyond the organization's website in order to fully answer these questions. You may need to request a copy of their annual report, or call and speak to a representative, or find objective information on a listing like Guidestar.org.

See these links for lists of possible NGOs (or select one of your choosing, but remember that the organization must be both based in and serve a developing nation in Africa, Asia, Eastern Europe, or Latin America):

- <http://www.idealists.org>
- <http://www.ngo.org/links/index.htm>
- <http://www.qdrc.org/ngo/ngo-databases.html>
- <http://www.un.org/esa/coordination/ngo>

Assignment 3: Due 9pm Thurs. 3/29 – 10pts

Identify three for-profit ventures that you consider to be models *exemplifying* corporate social responsibility. Discuss each venture, detailing:

- the product(s) or service(s) they provide
- the efforts they take to be a leader in social/environmental/economic responsibility in their field/industry
- how they measure their impact on their communities (positive/negative)
- also, tell us whether or not they publish an annual report detailing their social/environmental impact and if an outside agency is involved or if it is all based on self-reporting. If a report is available, please provide the link

Note: please be very wary of "green-washing" and "blue-washing" when choosing your 3 ventures, choose the best of the best, not just corporations that are doing a little bit of "good" and hyping it in their marketing.

Assignment 4: Due 12pm Tues. 4/3 – 10pts

1. Find two examples of non-profit social/environmental ventures that have for-profit subsidiaries. Discuss each venture and explain how they financially support their missions. (Please note that we do not mean major corporations who have charitable foundations... we mean nonprofit organizations who have profit earning initiatives, like GirlScouts selling cookies).

2. Find two examples of for-profit social/environmental ventures that have innovative models for "doing good." Discuss each venture and explain how they financially support their missions. (Please do not choose TOM's Shoes, though you can choose other one-for-one models).

3. Find one example of a startup social/environmental venture who employs an unconventional method (i.e. not savings/creditcards, friends/family/fools, angel investors, bank loans, venture capital, grants) to get their venture off the ground. Discuss how the venture you selected gathered the financing needed to launch and how they now financially support their missions.

Assignment 5: Due 9pm Thurs. 4/5 - 10pts

Respond to the questions posted in class during our exercise on Microfinance.

Assignment 6: Due 12pm Tues. 4/10 – 10pts

Team up with a partner (if you'd like) to create an in-depth report of a social entrepreneur & their venture (please select someone from the list of prominent social entrepreneurs that we will provide). We will have a fair sign up system so that no team is doing the same social entrepreneur. The point of this assignment is not to simply list out facts about a social entrepreneur. Instead, we challenge you to apply the lessons learned in the class to gain as deep an understanding as possible of the mission and goals of the SE selected.

- First tell us a bit about the social entrepreneur who is leading the venture, discuss a bit about their biography and background.
- What drove this person to become a social entrepreneur?
- What social, environmental, and/or economic issue does their work address?
- What is the mission of their venture?
- Who is/are their target market(s) and how do they reach them?
- How is their venture unique? How do they stand out from their competitors?
- What are their strengths & what are their challenges?
- Is the venture sustainable (financially? socially? environmentally?), explain.
- How has this person's efforts impacted society?

Note that you may need to research beyond the venture's website in order to fully answer these questions. We encourage you to get your hands dirty and try to personally contact an employee, spokesperson, or even the founder(s) themselves. If you are not able to answer the prompt above with some level of detail, then it's best to consider choosing a different venture.

Assignment 7: Due 12pm Tues. 4/17 – 10pts

Evaluate the mission statement of five social ventures. In at least two, provide an alternative statement that you think is better than what they are using. Make sure to include each mission statement, followed by your critique (and for the two that you chose to revise, add your revised version below the critique). Be sure to review the [3 critical elements of mission statements](#), and the info posted in Canvas under [Week 6 part 1](#).

Assignment 8: Due 9pm Thurs. 4/19 - 10pts

This assignment will be given in class on 4/19 as part of the Live Case(s) we do with our guests.

Discussions will be posted in Canvas, consisting of the following 6 distinct posts:

For each post you will share your reflections on recent story that resonates with you from one of the following 4 websites:

<http://unreasonable.is>, <http://www.bthechange.com/>, <http://frank.jou.ufl.edu/learn/frankology/>, <https://storytracker.solutionsjournalism.org>

Over the course of your 8 Discussion posts, we ask that you choose from each of the three websites at least once. We respect you may prefer one of the sites and choose the bulk of the stories you reflect on from that site-- as long as you choose a story from the other two sites at least once, you'll be good to go.

Discussion 1 - Unreasonable.is/bthechange/frankology Post #1 - due 9pm Fri. 3/16

Discussion 3 - Unreasonable.is/bthechange/frankology Post #2 - due 9pm Fri. 3/23

Discussion 4 - Unreasonable.is/bthechange/frankology Post #3 - due 9pm Fri. 3/30

Discussion 5 - Unreasonable.is/bthechange/frankology Post #4 - due 9pm Fri. 4/6

Discussion 6 - Unreasonable.is/bthechange/frankology Post #5 - due 9pm Fri. 4/13

Discussion 7 - Unreasonable.is/bthechange/frankology Post #6 - due 9pm Fri. 4/20

Competencies of Changemakers Exercise

Due in Canvas on Wed. 4/25 at 11am - 15 points possible

It is highly recommended that students not wait until the near the end of the term to begin the exercise they choose (from among 3 options), as the exercises are best started closer to the beginning of the term and completed over time. More information is here.

Experiential-Learning Consulting Project

More information about the Experiential Learning Consulting Project will be discussed in class. We will be working in teams (of 1-4 students).

Option A. Develop and undertake a consulting project for a social venture (local for-profit or non-profit). The details of your work will be dictated by the needs of the venture. Teams might help an organization to compose or revise a business plan, apply for a grant, develop a fundraising event, enhance a membership database, create a marketing campaign and materials, develop a new program, or some other special project. You are strongly encouraged to volunteer for 5-10 hours at the venture, if possible, so that you gain a clear understanding of the social issue they address and their population served.

Option B. Develop an idea for a new social venture and create a business plan. Contact Dr. Joos for an outline of the business plan requirements: Executive Summary, Company Overview, The Market Opportunity (the problem), Market Solution (Product or Service), Market & Marketing Strategy, Management Team (Operations & Management Structure), Financial Analysis, Social / Environmental quantitative impact analysis, Funding request (if applicable). Students who choose Option B should submit a Proposal, Presentation, and Report, but need **not** turn in a Venture Contract. You are encouraged to volunteer for 5-10 hours at an existing organization that deals with an issue of interest to you or with a similar operating structure so as to better inform the social venture you're developing.

We encourage Option B teams to consider developing a business plan that can be entered in a national social venture plan competition, for example the NetImpact Sustainability Better Living Business Plan Challenge. Plans entered in the challenge must consist of a sustainable, profitable business plan for a new product or business process with a measurable positive environmental benefit. The environmental benefit must include at least one of the following: preserving clean air, water, and/or soil; reducing waste; improving energy efficiency or developing renewable energy ideas; or promoting healthy living for people and/or communities. The Plan must quantify its ability to provide such an environmental benefit. We also encourage you to enter [CEI's Big Idea Gator Business Plan Competition](#).

Approval for projects must be obtained prior to beginning, via the proposal.

The list of options (for Option A) is posted in Canvas. In class on Thurs. 3/22 we will hear Pitches from our Venture Partners. You will be given a SurveyMonkey link to indicate your team preferences by 12pm on Fri. 3/23. Teams will be announced by Tues. 3/27 and Proposals are due in Canvas by 5pm on Thurs. 3/29.

If you choose option A, you must submit:

1. Proposal + [Venture Partner Contract](#) – Due Thurs. 3/29 at 5pm – 5 pts for the Proposal + 3 points for the [Venture Partner Contract](#)
2. Presentation + Pitch – Due Tues. 4/24 (in class) - 20 points
3. Reports – Due Tues. 4/24 at 11:30am - 40 points (upload to Canvas AND turn a printed copy in our classroom no later than 12pm)
4. VP Evaluation – Due Thurs. 4/26 by 12pm - up to 5 points
5. Submitting two feedback forms (First Use Survey + Followup Survey) and logging all hours spent working on your ELC project in Noblehour - up to 5 points
6. Lastly, teams can earn up to 2 points for properly following submission instructions

If you choose option B, you must submit:

1. Proposal – Due Thurs. 3/29 at 5pm – 10 pts
2. Presentation + Pitch – Due 4/24 (in class) - 20 points
3. Reports – Due 4/24 11:30am - 50 points (upload to Canvas AND turn a printed copy in our classroom no later than 12pm)

Project proposals and Reports should be typed, single-spaced, left-justified, in 10-12 pt. Arial or Times New Roman font, with 1" margins all around. Pages must be numbered. Include the names & UFIDs of your team members, the date, and the course number in the top right corner, center the name of your venture partner on the next line.

Proposal for Option A:

Answer the following questions. This is not a formal paper; it is acceptable to provide the information in an outline or bullet pointed format instead of complete sentences. When in doubt, write more rather than less. Be prepared to share your proposal with the class, which we will do if time permits.

1. List the name of your Venture Partner, their website (if they have one), the name of the contact person(s) with whom you will be working most closely and their email and phone number (if they gave you a phone number at which to reach them).
2. Introduce your Venture Partner: What is their mission? What products or services do they provide and who who are their customers/constituents?
3. Which social/environmental/economic issue does their venture aim to address and how do they intend to solve/reduce it? Discuss the impact that they've made so far (if possible, in both qualitative + quantitative terms) and both their short-term and long-term goals.
4. Describe in great detail the special project on which they've asked you to work and how it will help the Venture better achieve its mission (perhaps this includes your team suggesting new initiatives with an emphasis on creating innovative & sustainable impact).
5. You must also submit a Venture Contract, the template is linked above in the list of six required items. Note this document requires the input and assistance of your VP to complete as well as their signature.

Proposal for Option B (inspired by ISEP at INSEAD in November 2012):

1. What specific social/environmental problem/issue is your venture trying to address/solve? How? Why is the problem/issue important?
 - Focus on both the direct value created to users as well as the positive impacts that will occur for society/the environment.
 - Why does the problem/issue persist? The idea is to get to the root cause of the problem/issue to be able to develop an innovative, effective, impactful and sustainable solution.
 - Describe your proposed offering/solution in one sentence (or if you're up for the challenge, in a six word story-- or both).
2. What is the nature of your competitive advantage?
 - What is your most direct competitor? In other words, what are the best alternative solutions to the problem/issue your venture is trying to solve/address?
 - Why is your venture superior to the other solutions (or what is the nature of your social/environmental innovation)? It could be one of the following three (or perhaps something not listed below):
 - a. providing a similar product or service at a lower cost
 - b. achieving superior social/environmental impact because of what you do or how you do it
 - c. being more effective at attracting critical resources and support
3. What are the distinctive strategic assets that are the sources of your competitive advantage (why is your venture idea better than what currently exists)? A range of strategic assets can explain why your idea is better (and hopefully) can not easily be replicated.
 - Intangible assets (the core values of everything you do, how you manage people, your reputation + brand, your knowledge of the problem/issue, your prior experience, perhaps a proprietary process)
 - Tangible assets (perhaps equipment or location that you have control over, your employees, your current customers/clients/members)
 - Network assets (partners, funders, customer base, former customers/clients/members)
 - The specific combination of activities that you present in your business model
4. What key challenges is your venture currently facing? What can you do to address them while reinforcing your strategic assets so that you make your venture increasingly better-- more innovative, effective, impactful, and sustainable?

Reports (Option A)

- List the names & Gatorlink email addresses of each of your Team Members in the top left corner of the first page.
- Next, list the name of your Venture Partner's Business (and their website, if they have one), centered & bolded.
- Begin by introducing your Venture Partner: What is their mission? What products or services do they provide and who who are their customers/constituents? Which social/environmental/economic issue does their venture aim to address and how do they intend to solve/reduce it? Discuss the impact that they've made so far (if possible, in both qualitative + quantitative terms) and both their short-term and long-term goals. (note that this section can be borrowed from your Proposal, though it should be updated & embellished with the information you learned as you continued your work with your VP).
- Evaluate the current status of your Venture Partner, including their mission statement (vision, a coherent purpose, core values, theory of change) and their current business model (operating structure, competitive advantages, financial summary).
- Describe in great detail the special project on which you worked and how it will help the Venture better achieve its mission (also, suggest new initiatives with an emphasis on innovation & sustainability).
- Create a "pitch" (lasting 30 seconds to 2 minutes, or definitely no more than 4 minutes) about your VP and the project on which you were asked to work. Pretend that your audience consists of prospective investors, partners, and stakeholders (or whatever market your consulting project is targeting), and convince us to support your venture. In the written report you'll include the script, and in your presentation, you will show the video you create.
- Include any materials your team created as appendixes (for example: business plans, marketing plans, website analyses, social media strategies, feasibility studies, plans for new projects, etc.)

-Paste in the link(s) to any materials you will use during your Presentation as well as a link to your video (posted on YouTube, Vimeo, Google Drive, or Dropbox) be sure that the privacy settings are compliant with what your VP would like, as they may not want your video to be public, and thus you may need to edit the privacy settings to be sure that you and I are the only people who can view the video. Please share it with me at kristinjoos@gmail.com, if the site asks for a list of approved viewers. Remember that we do not expect a professionally edited recording, we know you're business students, not film-makers.
 -Remember that before you submit your Report and Present in class, it is critical that you present/share your findings/work/final product to/with your VP. Please do not just email them a file and be done with it. You should meet with them and review a draft of your work, and then incorporate their feedback in your final draft that you submit for grading.
 -Be sure to cite any sources that you use in the preparation of this report, including any information from your appendices. Please use 10-12 point helvetica or arial font, single-spaced with 1" margins. When complete, please PDF your Final Report and upload it to Canvas. One per team, please.

Reports (Option B)

Please contact me to discuss the best format for your Report, as it will vary depending on the structure, scope, and scale of your venture. Some good general resources are here:

- <http://warrington.ufl.edu/centers/cei/businessPlan/>
- <http://sehub.stanford.edu/pro-1>
- <http://www.jeffreyrobinsonphd.com/socialventureplan.pdf>
- <http://compassioninpolitics.wordpress.com/2009/04/13/social-business-plan-for-social-entrepreneurs/>
- <http://businessmodelgeneration.com>

Presentations (for both Option As + Option Bs):

-You will each have X minutes to present in class on 4/24 and/or 4/26
 -think of this as more than just "powerpoint live"... creativity and innovation are encouraged the same as the goal of the presentation-- which will vary depending on what your team is doing with/for your venture partner
 -presentations will be evaluated based on the following criteria:

- Performance related:
 - ___ presentation is engaging, interesting, and holds your attention
 - ___ professional appearance & conduct
 - ___ team is charismatic & enthusiastic
 - ___ easy to follow & organized
 - ___ effective use of technology
- Content related:
 - ___ ideas/plans are well-developed
 - ___ feasibility: team's ideas/plans can realistically be implemented and are well-tailored to the context of the Gainesville-community
 - ___ creative & innovative, wow factor of the ideas/plans proposed
 - ___ sustainability & long term effectiveness of the ideas/plans proposed
 - ___ team met all criteria of ELC Project requirements for their specific project, as requested/specified by their VP in their Venture Contract

Venture Partner Evaluation

The venture that you work with will complete a "Venture Partner Evaluation form" detailing the contribution that your team has made to their mission. It is your responsibility to remind them to submit it by the deadline, though its best that they submit it directly to Dr. Joos or our TA so that their feedback remains confidential. The form, to be completed ONLY by the Venture Partners, will be posted here.

Note: Presentations & Reports typically will be graded as team efforts. If there are discrepancies in effort, team members need to notify Dr. Joos so that can be taken in to consideration when grading.

Extra Credit Reading Questions from *How to Change the World & Social Entrepreneurship: What Everyone Needs to Know* - 2pts possible, each (the questions and corresponding chapters in the two texts by David Bornstein are posted in Canvas; note that late EC RQs will not be accepted), these are optional, you are encouraged but not required to complete them, though if you do, you can earn extra credit points.

- EC RQ1 - due 11am Tues. 3/20
- EC RQ2 - due 11am Tues. 3/27
- EC RQ3 - due 11am Tues. 4/10
- EC RQ4 - due 11am Tues. 4/24

Other Extra Credit opportunities may be announced in class and posted on Canvas.

Schedule of Topics

Please complete the readings **before** coming to class on the day they're assigned. Guest Speakers & Panels deserve the same level of preparation and participation as does any other class.

Spontaneity Clause: Due to the number of guest speakers (all of whom are busy with their own social ventures & whose time is precious), the schedule will be revised as necessary. Advance notice will be given when possible, most likely by email or as announcements posted in Canvas.

Date	Topic	Readings
Week 1: 3/13, 3/15	<p>Tues. Introduction & Course Overview What is Social Entrepreneurship?</p> <p>Guest Panel of UF Student Social Entrepreneurs</p> <p>Thurs. Who are Social Entrepreneurs (Skills, Characteristics, Mindsets, and Competencies)?</p> <p>Guest: Abhi Lokesh, Social Entrepreneur in Residence (co-founder & CEO of Fracture)</p>	<p>Canvas: -Drayton, Everyone a Changemaker -Albion, What is Your Impact?</p> <p>Online: -Ashoka: What is a Social Entrepreneur? -Skoll: Definition of Social Entrepreneurship</p> <p>Bornstein & Davis: Introduction & Part I (p. xv - 47)</p> <p>Elkington & Hartigan: Forward, Preface, and Introduction (p. ix - 25)</p> <p>Canvas ("classic" articles on SE): -Dees, The Meaning of Social Entrepreneurship -Dees, Enterprising Nonprofits -Light, Social Entrepreneurship Revisited -Boschee & McClurg, Towards a Better Understanding of Social Entrepreneurship</p> <p>(optional: HTCTW: Ch. 1, 2) Canvas: watch the documentary film I Am</p>
Week 2: 3/20, 3/22	<p>Tues. How do Social Entrepreneurs achieve their goals? Sustainability Guest Presentation: <i>The Business Case for Sustainability</i></p>	<p>Tues. Canvas: -Shapiro: Sociological Illiteracy vs. Sociological Imagination -Sustainability Revolution, Chapter 1 -HBR, Making the Business Case for</p>

	<p>Thurs. How do Social Entrepreneurs achieve their goals? NGOs & NPs Panel of Local Social Entrepreneurs with Nonprofit Ventures</p> <p>Pitches from Experiential Learning Consulting Venture Partners</p>	<p>Sustainability -Chouinard, There is no such thing as Sustainability</p> <p>Thurs. Elkington & Hartigan: Ch. 1 (p. 29 - 54)</p> <p>Canvas: -New York Times, What Exactly Is a Social Entrepreneur? -New York Times, DIY Foreign Aid Revolution -New York Times, Thoroughly Modern Do-Gooders</p> <p>(optional: HTCTW: Ch. 5, 10; 6, 8)</p>
<p>Week 3: 3/27, 3/29</p>	<p>Tues. How do Social Entrepreneurs achieve their goals? Corporate Social Responsibility</p> <p>Thurs. How do Social Entrepreneurs achieve their goals? B-Corporations & the Integrated Bottom Line</p>	<p>Tues. Elkington & Hartigan: Ch. 6 (p. 157 - 178)</p> <p>Canvas: -Time/Newsweek, Can Companies be good + do well? -HBR, Creating Shared Value -Business Week, The Corporate Givers -WSJ, Asked to be Charitable -New York Times, A Capitalist Jolt for Charity</p> <p>Thurs. Canvas: -BCorp Declaration of Interdependence -Earth Charter -New York Times, Solving Social Problems without Going the Nonprofit Route</p> <p>Online: -Slideshare, Structuring Social Enterprise for Impact -Good Mag, What is a B-Corp?</p>
<p>Week 4: 4/3, 4/5</p>	<p>Tues. How do Social Entrepreneurs achieve their goals? For Profits with Social Missions</p> <p>Panel of local Social Entrepreneurs with For Profit Ventures</p> <p>Thurs. How do Social Entrepreneurs achieve their goals? Microfinance</p>	<p>Tues. Elkington & Hartigan: Ch. 3 (p. 85 - 116), Ch. 4 (p. 117 - 136), Ch. 5 (p. 137 - 156)</p> <p>Online: Good Magazine: The Good 100 Business Week: The Most Promising Social Entrepreneurs</p> <p>Thurs. Microfinance Canvas: -Shiva, Two Myths that Make the World Poor -Shiva, How to End Poverty</p> <p>(optional: HTCTW: Ch. 13; 12, 14, 16)</p>
<p>Week 5: 4/10, 4/12</p>	<p>Tues. How are Social Ventures structured? Mission, Structure, and Management Social Media & Marketing</p> <p>Thurs. How do Social Entrepreneurs communicate what they do and why it's important?</p> <p>Guest expert</p>	<p>Tues. VC + Impact Investing Canvas: -Venture Philanthropy -Chronicle of Philanthropy -Time, Bill Gates on "Creative Capitalism" -New York Times, Impact Investing Teeters on Edge of Explosive Growth -Business Week, The Halo Effect: Impact Investing -Huff Post: Impact Investing</p> <p>Thurs. Mission Structure etc Canvas: -Nicholls, Ch. 10 -Guclu, Dees, and Anderson, The Process of Social Entrepreneurship -Rangan, Lofty Missions -Business Week, Strategies: Mission Possible</p> <p>(optional: HTCTW: Ch. 6, 7, 8, 16)</p>
<p>Week 6: 4/17, 4/19</p>	<p>Tues. How do Social Entrepreneurs achieve financial sustainability? Social Return on Investment (SROI) Diverse income streams (donations, venture philo, grants, etc.) Venture Capital + Impact Investing for Social Ventures</p> <p>Discussion with Andrew Schultz of Morgan Stanley</p> <p>Thurs. Live Cases</p>	<p>Tues. Bornstein & Davis: Part II (p. 48 - 74) Elkington & Hartigan: Ch. 7 (p. 179 - 196)</p> <p>Canvas: -Nicholls, Ch. 15 -RISE Social Venture tool -SROI calculation tips from GSVC 2012 -SSI Review, 10 Funding Models for Nonprofits -Fast Company, Goldman Sachs says Women offer the Highest ROI</p> <p>(optional: HTCTW: Ch. 18, 20; 4, 11, 19)</p>

<p>Week 7: 4/24, 4/26</p>	<p>Project Presentations Experiential Learning Consulting Projects & Presentations Due Competencies of Changemakers Exercises Due</p>	<p>Tues. & Thurs. Bornstein & Davis: Part III (p. 75 - 128) Elkington & Hartigan: Conclusion (p. 197 - 212) Canvas: -Nicholls, Ch. 16 -Drayton, Everyone a Changemaker (again) -Galinsky, Not Everyone should be a Social Entrepreneur -NetImpact, What Workers Want -Forbes, Is Social Entrepreneurship transforming talent acquisition? (optional: HTCTW: Ch. 21)</p>
<p>Week 8: 5/1</p>	<p>it looks like we wont need extra time for more Project Presentations ;-)</p>	

We want to connect with you because we care about you & your success, we ask that you please review the following notes & tips to help us all keep in touch:

- *First and foremost, please be sure to follow [UF's Netiquette Guidelines](#) when communicating with each other and with the TA & I; it's always a good idea to practice empathy and kindness.
- 1. We have a class email list based on your Gatorlink email address (see: <http://helpdesk.ufl.edu/self-help/gatorlink-e-mail-setup/>). Please check your Gatorlink email often or you will miss-out on important news. Please do not message us via the Messenger in Canvas or leave "comments" on your submissions in Canvas as we will not see them.
- 2. The TA and I are *happy* to help you. We really enjoy doing our best to be of help to you, when you need it. We try to be as informed as possible, but oftentimes you can find the answer to your questions on your own. Perhaps you can find the answer on the syllabus or on the class website in Canvas. Please remember to email the TA if your question pertains to the posting of grades (asking when they will be posted, if there appears to be a mistake, etc.). If our TA is unable to answer your questions, they will promptly let me know and I'll happily reply.
- 3. When emailing, please be sure to include the following information:
 - in the subject line: "question from [your name] in [your course number]" (as I'm teaching a number of courses)
 - example of a proper subject line: question from Albert Alligator in ENT6506
 - ...never leave the subject line blank (or the UF spamblocker might delete your message and I'll never know that you were trying to get a hold of me)
 - in the signature of your email be sure to include your first and last name, your email address, and your UFID number
 - avoid sending unduly large emails or attachments (>1MB)
 - do not send messages with the words "help" or "urgent" in the subject line. If you are truly in an emergency, you should be calling 911 and not emailing your instructor ;)
- 4. Remember that faculty members do not work 24/7 (actually we sometimes do, but we have numerous other obligations on campus in addition to teaching your class). It is unreasonable to expect a reply within a few minutes or hours. In general, I reply to emails multiple times each day and most often students remark at how promptly I respond to their inquiries (to the dismay of my colleagues, family, and friends who say I spend way too much time replying to students' messages each day, but I can't help it... I'm not a procrastinator and I hate to think that you're waiting on my response). You'll find that I usually reply within 24 hours, but please understand that is not always possible.
- 5. If you are in a difficult situation (extremely ill, severely injured, engaged in a family emergency, etc.) and need to ask to be excused from something or need an extension, make sure to contact me as soon as possible by email. Perhaps the least-quick way to reach me is by calling my office phone number, as it goes straight to VM, though you're welcome to leave a message and I promise to call back as soon as I receive it (I check VM once or twice a week). Again, we ask that you please NOT contact us using the Messages or Comments tools in Canvas. Email is always the best way to initially contact us, and then we can follow up in a more personal manner (like phone or scheduling an online or in-person appointment) if needed.

Important Notes:

- Information on this syllabus is tentative & subject to change. Adjustments & revisions will be announced in class.
- **Please keep your laptops, tablets and cell phones silenced and stored in your bags while in class**, I will let you know if we need to use them for an activity. An explanation as to why I ask you to please keep your devices out-of-reach during class is offered in [this NY Times article](#).
- If you have questions, please ASK-- either during class, in my office, or email me (kristin.joos@warrington.ufl.edu)
- If you have any special needs or considerations, please let us know as soon as possible so we may make the necessary accommodations. Please be sure to register with the Disability Resource Office (<http://www.dso.ufl.edu/drc/>) who will provide documentation to students to assist in requesting accommodation.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- By enrolling in this course, you are indicating your consent to the following Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
 - UF students are bound by The Honor Pledge which states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." (from the Student Guide: <http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/>)
 - Students who violate the Academic Honesty Guidelines will be penalized according to the procedures outlined in the guide above, which include failing the course. Students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions as to the integrity of your conduct or the conduct of other students, please review the information in the link above and contact me. "I didn't know," is not an excuse.
 - Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.
 - Student Support Services: If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the Dean of Students Student Support Office (<http://www.umatter.ufl.edu>), it is their mission to be of help to you. Also, UF Counseling & Wellness Services (<http://www.counseling.ufl.edu/cwc/Default.aspx>) can be reached at 352-392-1575 and UPD (<http://www.police.ufl.edu>) can be reached at 352-392-1111.
 - For any technical issues you encounter with Canvas please contact the UF computing Help Desk at 352-392-4357. For Help Desk hours visit: <http://helpdesk.ufl.edu/>
 - If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the [Dean of Students Student Support Office](#) they are there to help you.

If you have read this far, there is one more thing that you might find helpful to know... During the Fall 2012 semester I was honored to receive a scholarship to attend the *International Social Entrepreneurship Programme* at INSEAD Business School. One of the professors there was [Hal Gregersen](#), author of [The Innovator's DNA](#). He is working on a new book entitled *The Social Innovator's DNA*. At the very end of his lecture, in closing, he shared with us a finding from his newest research on social entrepreneurs-- explaining that its one of the few dimensions where entrepreneurs & social entrepreneurs tend to differ. Dr. Gregersen said, "The achilles heel of the social entrepreneur is that they... care too much." I felt as though he'd spoken directly to my own heart. I've been told countless times over the past two decades, "Kristin, your problem is that you care too much." I share this with you as perhaps knowing this, helps you to better understand where I'm coming from and why I teach the way I do-- trying to fit too much information into too little time, attending to both the big picture and the myriad of tiny details, and having high expectations. I really do care. A lot. Perhaps, at times, too much.

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