



## Syllabus for MGMT 485 – Social Enterprise Spring 2018

**Instructor:** Seth Green

**Email:** sgreen12@luc.edu

**Office Phone:** 312-915-6781

**Office Location:** Schreiber 820

**Office Hours:** Mondays and Wednesdays, 3 to 4 p.m. (and by appointment at <https://calendly.com/sgreen12/20min>)

**Course Description:** This course introduces students to social enterprise, a growing field that harnesses the power of entrepreneurship to solve society's most pressing social challenges. Students will learn the history of social entrepreneurship, examine current social enterprise models (both non-profit and for-profit), and explore the future for social enterprise in the U.S. and globally. Students will also apply their knowledge by developing their own social enterprise models (based on both new and existing ideas).

### Learning Outcomes

- Students demonstrate an understanding of the social enterprise sector, including what distinguishes social entrepreneurship from both traditional social services and traditional entrepreneurship
- Students demonstrate a strategic understanding of how social enterprises succeed.
- Students demonstrate the use of analytical tools to develop and measure the impact of social enterprise models.

### Required Materials

- There are two books that you will need for this course:
  - GBB: Getting Beyond Better: How social entrepreneurship works by Roger L. Martin and Sally R. Osberg, ISBN: 9781633690684
  - SEP: The Social Entrepreneurs Playbook by Ian C. MacMillan and James D. Thompson, ISBN: 9781613630327
- All other course materials will be articles available electronically and will be posted on Sakai.

## Course Requirements and Grading Criteria

### **30 Points: Participation in and evidence of preparation for class discussions**

I am seeking active participation in our class discussions, clearly informed by your knowledge of our weekly readings. My expectation is that you will be at every class and participate in each class discussion. **If you have more than one absence, you must submit a one-page response to the readings for each class that you miss to avoid losing participation credit.**

**10 Points: Completion of all template-based homework with “best effort” given.** As shown in the schedule below, you will be expected to complete small, template-based homework assignments for many classes based on your social enterprise idea. Please complete these assignments with your best effort.

### **60 Points: Written Assignments and Presentations**

The class will have four graded assignments:

- **10 Points: Social Entrepreneurship Case Study (Week 3):** Using the “Stages of Transformation” Framework template from *Going Beyond Better*, write a two-page paper that briefly tells the story of a social entrepreneur who understands the world, envisions a new future, builds a model for change, and scales the solution.
- **10 Points: Concept Statement (Week 6):** Using the template from Chapter 8 of *Social Entrepreneur’s Playbook*, complete a Concept Statement for your social enterprise idea.
- **10 Points: Practice Presentation (Week 8):** Using a template that will be provided, develop and present a practice powerpoint (or prezi or other) presentation to the class on your social enterprise idea.
- **30 Points: Final Presentation (Final):** Using a template that will be provided, develop and present a final powerpoint (or prezi or other) presentation to a mock impact investor panel for your social enterprise idea.

Assignments will receive a full letter grade penalty if submitted more than 20 minutes after the start of class. No exceptions will be made (backed-up or broken printer, if you couldn’t find a stapler, a team member was caught in traffic, your boss kept you at work late, etc.).

Assignments will be further marked down one full letter grade for each additional day they are late (measured by each 24 hour increment after the start of class).

### **Up to 5 Points Extra Credit**

Students will receive one point for each designated extracurricular learning event they attend during the semester. (Note: Full-day learning events are equal to 3 extra credit points.) The instructor will provide a list of such gatherings. In addition, students may propose events. Students are asked to email [sgreen12@luc.edu](mailto:sgreen12@luc.edu) with any easily available proof of attendance (e.g., program from the event or a selfie at the event).

### **Grading Scale (points):**

- A 105-93%
- A- 92-90
- B+ 89-87

- |      |       |      |       |     |            |
|------|-------|------|-------|-----|------------|
| • B  | 86-83 | • C  | 76-73 | • D | 66-60      |
| • B- | 82-80 | • C- | 72-70 | • F | 59 or less |
| • C+ | 79-77 | • D+ | 69-67 |     |            |

### **Attendance**

Class attendance is mandatory and essential to the value of the learning experience. Students are expected to attend all class sessions. If you need to miss class, you are expected to e-mail me in advance at [sgreen12@luc.edu](mailto:sgreen12@luc.edu). After the first two excused absences, a one-page response paper will be required for all further absences. If you have an unexcused absence, your participation grade will be reduced by 2 points per unexcused absence.

### **Make-Up Examinations/Assignments**

While this class will not have formal examinations, we consider the final presentation to be similar to an examination. Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, these presentations should be made during the regularly scheduled class period. **Make-up presentations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance).

### **Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

### **Additional Information**

- To minimize distractions, laptops, tablets, smart phones must be closed during class whenever a guest speaker is present, classmates are making presentations, or class discussion is taking place.
- All cell phones must be placed on vibrate during class. No texting during class.
- The class may occasionally deviate from the outline below. The instructor reserves the right to make changes as needed to the course syllabus.

## Class by Class Outline

| Week                          | Date | Topics  | Reading/Assignment Due in Class  |
|-------------------------------|------|---|--|
| Week 1                        | 2/26 | Introduction to class<br>What is Social Entrepreneurship  | GBB Introduction<br><br>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Marc Lane</a> , Founder, Marc Lane Wealth Group and Chair, Social Enterprise Alliance Chicago; <a href="#">Eileen Buckley</a> , Founder and CEO, ThinkCERCA  |
| <b>MARCH 5 - SPRING BREAK</b> |      |   |  |
| Week 2                        | 3/12 | Transformation for Good<br>Understanding the World  | GBB, p. 27 to 60 (Ch. 1 and beginning of Ch. 2)<br>GBB, Ch. 3<br><br>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Wendy Irwin</a> , Founder and CEO, Yellow Tractor; <a href="#">Imran Khan</a> , Founder, Embarc; <a href="#">Jeff McCarter</a> , Founder, Free Spirit Media; <a href="#">Jennifer Tani</a> , Director, Posse Chicago  |
| Week 3                        | 3/19 | Envisioning a New Future<br>Building a Model for Change<br>Scaling the Solution   | GBB, Ch. 4<br>GBB, Ch. 5<br>GBB, Ch. 6 (and skim Ch. 7 as quick review)<br><br>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Brenda Palms Barber</a> , Executive Director, North Lawndale Employment Network; <a href="#">Mike Meiners</a> , Founder and CEO, Hack Studio; <a href="#">Susan Trieschmann</a> , Curt's Café   |
| Week 4                        | 3/26 | Decide on your social enterprise idea to pressure test, plan, and launch<br><br>Articulate your problem, solution, and performance criteria | Social Entrepreneurship Case Study <b>should be sent to <a href="mailto:sgreen12@luc.edu">sgreen12@luc.edu</a> before class.</b><br>SEP, Introduction<br>SEP, Ch. 1 and 2<br>Complete "screen-in criteria" handout<br><br>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Janet Szlyk</a> , President & CEO, Chicago Lighthouse; <a href="#">Elise Zelechowski</a> , Head, Social Change Initiatives, ThoughtWorks |
| Week 5                        | 4/2  | Define and segment target population and understand the beneficiary experience<br><br>Analyze the Most Competitive Alternative              | SEP, Ch. 3 and 4<br>Complete "segment attractiveness factors" and name the "beneficiary experience steps"<br><br>SEP Ch. 5<br>Complete Beneficiary Experience Table<br><br>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Mark Angelini</a> , President, Mercy Housing Lakefront; <a href="#">Belinda Li</a> , Founder, CITTA Partnership   |
| Week 6                        | 4/9  | Identify Operations Realities<br><br>Address Sociopolitics  | SEP Ch. 6<br>Complete Deliverables Table with Required Capabilities<br><br>SEP Ch. 7<br>Complete Stakeholder Impact table  |

| Week           | Date | Topics  | Reading/Assignment Due in Class  |
|----------------|------|---|--|
|                |      |   | Review biographies of guest speakers (click on name for hyperlink): <a href="#">David Doig</a> , President, Chicago Neighborhood Initiatives (CNI); <a href="#">Seth Weinberger</a> , Founder and Executive Director, Innovations for Learning   |
| <b>Week 7</b>  | 4/16 | <p>Concept Statement and Reviewing the Presentation expectations</p> <p>Frame and Scope the Venture</p> <p>Review presentation instructions</p> | <p>SEP Ch. 8<br/>Concept Statement should be sent to <a href="mailto:sgreen12@luc.edu">sgreen12@luc.edu</a> before class</p> <p>SEP Ch. 9<br/>Scope your venture based on social impact and financial goals</p> <p>Read “<a href="#">Investing for Impact with Program-Related Investments</a>” (<a href="#">click here</a>)</p> <p>Review biographies of guest speakers (click on name for hyperlink): <a href="#">Julia McGuire</a>, EVP, Campbell &amp; Company; <a href="#">Abby Ross</a>, Co-Founder &amp; Chief of Partnerships, ThinkCERCA; <a href="#">Lori Scott</a>, Senior Underwriter, Impact Investments, MacArthur Foundation;</p> |
| <b>Week 8</b>  | 4/23 | Practice presentations  | Be ready to present at your appointed time; send presentation to <a href="mailto:sgreen12@luc.edu">sgreen12@luc.edu</a> in advance of relevant class.  |
| <b>Week 9</b>  | 4/30 | <p>Assumptions and checkpoints</p> <p>Beneficiaries and second-order effects</p> <p>In-class lab</p>  | <p>SEP p. 123-127 and 132-139<br/>Identify your key assumptions and design checkpoints</p> <p>SEP, p. 148-151 and 157-165<br/>Specify your key initial beneficiaries and brainstorm second-order effects</p>   |
| <b>Week 10</b> | 5/7  | Final presentations   |  |