



WAYNE STATE

School of Social Work

SYLLABUS

SOCIAL ENTREPRENEURSHIP

SW7095 (3 CREDIT HOURS)

Meeting Time: Wed 5:30 pm – 8:00 pm Winter Semester 2020

Location: TBD

Instructor: Marijo J. Upshaw | Email: mjupshaw@wayne.edu

Office Hours: By Appointment

Mission Statement – Wayne State University

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

Mission Statement –WSU School of Social Work

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.

I. COURSE DESCRIPTION

Social entrepreneurs are change agents who challenge the status quo by using social enterprise and social innovation to address protracted social problems. This course is designed for students who want to explore social enterprise start-ups, as well as those students who are just curious about the field and want to learn more about entrepreneurship and explore career opportunities. Students will learn the requisite knowledge and skills to develop their own business feasibility plan that explores starting a new social venture, nonprofit or commercial enterprise.

Course Objectives: Upon completion of this course, students will be able to:

- Define social entrepreneurship and distinguish its elements from across a continuum of organizational structures from traditional nonprofits to social enterprises to traditional for-profits
- Classify the key elements of, and actors in, the social entrepreneurship ecosystem
- Engage with a diverse group of social entrepreneurs
- Assess the strengths and limitations of social entrepreneurship in addressing social problems in the urban context
- Appraise the role of the social entrepreneur in addressing protracted social problems, disrupting the status quo and achieving social impact
- Analyze the operations of a human service organization using social entrepreneurial orientation and industry assessment and diagnostic tools
- Translate a social problem into an opportunity for co-creation of a social value by applying social enterprise and social innovation research and models
- Apply the Social Business Model Canvas and lean startup methods for planning, developing, testing, launching and evaluating social change ventures
- Analyze different business models for social change ventures
- Compare funding options for social change ventures
- Recommend the best entity structure for their proposed social change venture
- Construct a business feasibility plan that addresses root causes of social problems, leverages efforts to produce maximum change, lowers barriers for users of services, engages and communities in solving their own problems, and builds a sustainable business model
- Critique the feasibility of implementing the proposed business plan
- Evaluate options for careers across the social entrepreneurship continuum including developing their own social enterprise or enterprising nonprofit startup, as well as acting as an intrapreneur in existing organizations across private and public sectors

II. COURSE COMPETENCIES AND PRACTICE BEHAVIORS FOR THIS COURSE

COMPETENCIES
<p>1. Demonstrate Ethical and Professional Behavior</p> <ul style="list-style-type: none"> • Evaluate options for careers across the social entrepreneurship continuum including developing their own social enterprise or enterprising nonprofit startup, as well as acting as an intrapreneur in existing organizations across private and public sectors
<p>2. Engage diversity and difference in practice</p> <ul style="list-style-type: none"> • Engage with a diverse group of social entrepreneurs
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> • Construct a business feasibility plan that addresses root causes of social problems, leverages efforts to produce maximum change, lowers barriers for users of services,

engages and communities in solving their own problems, and builds a sustainable business model

4. Engage in Practice-informed Research and Research-informed Practice

- Define social entrepreneurship and distinguish its elements from across a continuum of organizational structures from traditional nonprofits to social enterprises to traditional for-profits
- Classify the key elements of, and actors in, the social entrepreneurship ecosystem
- Appraise the role of the social entrepreneur in addressing protracted social problems, disrupting the status quo and achieving social impact
- Translate a social problem into an opportunity for co-creation of a social value by applying social enterprise and social innovation research and models
- Apply the Social Business Model Canvas and lean startup methods for planning, developing, testing, launching and evaluating social change ventures

7. Assess Individuals, Families, Groups, Organizations, and Communities

- Analyze the operations of a human service organization using social entrepreneurial orientation and industry assessment and diagnostic tools
- Translate a social problem into an opportunity for co-creation of a social value by applying social enterprise and social innovation research and models
- Apply the Social Business Model Canvas and lean startup methods for planning, developing, testing, launching and evaluating social change ventures
- Analyze different business models for social change ventures
- Compare funding options for social change ventures
- Recommend the best entity structure for their proposed social change venture

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Critique the feasibility of implementing the proposed business plan
- Evaluate options for careers across the social entrepreneurship continuum including developing their own social enterprise or enterprising nonprofit startup, as well as acting as an intrapreneur in existing organizations across private and public sectors

10. Analyze impact of urban context on a range of client systems, including practice implications

- 5. Assess the strengths and limitations of social entrepreneurship in addressing social problems in the urban context

III. TEXTS AND REQUIRED MATERIAL

Required:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press.

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass.

WSU eBook, <http://elibrary.wayne.edu/record=b4810879~S47>

Janus, K. K. (2017). *Social startup success*. New York, NY: Lifelong Books.

IV. PERFORMANCE CRITERIA

The extent of each student's achievement of knowledge and skill objectives will be evaluated using written assignments, reports and papers, as well as in-class presentations and participation. The performance criteria for course assignments will be discussed in class and outlined in a grading rubric for each assignment.

Grading includes:

a) Technical Format: Soundness of technical writing, professional appearance, appropriate use of references (APA), adherence to the prescribed format for submission of each assignment, appropriate use of grammar and punctuation, and the absence of typographical and spelling errors. Papers must be well written and carefully presented to receive a grade in the A range.

b) Substantive Content: Full and adequate response to each of the required sections and adequacy and unity of argument and presentation.

c) Terminology and Concepts: Adequate, full and appropriate use of program and resource development knowledge, terminology and concepts, and command of material conveys a message that the terms and concepts are fully understood.

d) Preparation and participation are an integral part of each class. Students can earn 50 points for reading the weekly required readings and reflecting on them before the class meets that week. The following are also included in participation:

- You attend class each session.
- You arrive to class on-time and prepared to discuss the assigned readings.
- You remain for the entire class, unless prior acceptable arrangements have been made with the instructor.
- You are engaged and attentive throughout the class period.
- You respond to questions and actively participate in class discussions.

-You participate in all presentations

V. GRADING AND ASSIGNMENTS

INDIVIDUAL ASSIGNMENTS	DUE	POINTS	COMPETENCIES
Social Entrepreneurship Ecosystem – Conduct an online assessment of an assigned organization in the social entrepreneurship ecosystem. Deliver an IGNITE presentation.	01/30/2019	25	1, 2, 3, 4, 7
Turn in a brief written report.		50	
Elevator Pitch for a Social Venture – Present a 1-minute pitch to class for a social venture concept idea that addresses a social problem and your proposed solution to the problem	02/13/2019	10	1, 2, 3, 4, 7
Characterizing a Social Problem – Turn a brief written report of your social venture concept idea characterizing a social problem and your proposed solution to the problem		15	
Required Reading Reflections – Complete weekly reading reflections. (See Canvas for details on weekly reflection questions and exact due dates)	Weekly	50	1, 2, 3, 4, 7, 9, 10
Classroom & Group Participation		50	1, 2
GROUP ASSIGNMENTS	DUE	POINTS	COMPETENCIES
Business Feasibility Plan – The benchmark assignment for this course is to develop a business feasibility plan for a social change venture due in the following review assignments. Teams will be formed from the best pitch ideas.			1, 2, 3, 4, 7, 9, 10
<i>Concept Idea & Literature Review</i>	03/06/2019	15	
<i>Stakeholder Analysis</i>	03/06/2019	10	
<i>Industry Analysis</i>	03/20/2019	10	
<i>Market Strategy</i>	03/27/2019	10	
<i>Competitive Landscape Table</i>	03/27/2019	15	
<i>Social Business Canvas</i>	03/27/2019	15	
<i>PESTEL Analysis</i>	04/10/2019	10	
<i>Logic Model</i>	04/10/2019	15	
Pitch Deck Presentation	04/17/2019	25	
Final Business Feasibility Plan Proposal	04/21/2019	175	

Total Points		500	Weighted scale
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Weighted Scale

- 45% Individual Assignments
- 45% Final Proposal & Presentation
- 10% Review Assignments

Grading Policy:

Since this is master’s level course, students may pass the course with a grade of **C**, but MSW students must maintain a **B** average. (See graduate Bulletin, Wayne State University <http://www.bulletins.wayne.edu/gbk-output/index.html>)

GRADING SCALE

GRADE	CUMULATIVE POINTS	GRADE	CUMULATIVE POINTS
A	475-500	C +	385-399.9
A-	450-474.9	C	365-384.9
B+	435-449.9	F	BELOW 365
B	415-434.9		
B-	400-414.9		

VI. INTRODUCTION AND ORGANIZATION OF THE COURSE

Social entrepreneurship is a broad interdisciplinary field that encompasses aspects of social enterprise and social innovation, and mixed methods to achieve social change. This is an elective course designed to help students who are interested in exploring the field of social entrepreneurship, and how it fits with their career aspirations including starting new ventures or working in human service settings where business and entrepreneurship knowledge, skills and use of self are needed. Students will learn about the history of social entrepreneurship. Students will study and analyze domestic and global applications of social entrepreneurship theories, concepts and practices. Students will gain knowledge and acquire skills in utilizing business and financial measures, reports and tools that can be broadly applied in their careers as change agents. As a benchmark assignment, students will identify a social problem or unmet need in the community or around the globe and construct a business feasibility plan that examines the viability of developing a start-up social or commercial enterprise, a program within an existing nonprofit organization, or a collaborative venture that addresses the need.

This course is taught using lecture, class discussion, in-class exercises, videos, guest speakers and graded assignments.

VII. ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching - learning process <http://www.bulletins.wayne.edu/fib/fib2d.html>.

This course is a partnership between the instructor and the students. With such an arrangement come responsibilities of both parties. The general expectations are identified as follows:

The instructor will adhere to the Wayne State University standards for teacher responsibilities. For further details, please refer to the University Statement of Obligation of Students and Faculty Members within the teaching-learning process, in the WSU Bulletin, as above.

Preparation: It is expected that the student come to each class session well-prepared to discuss the scheduled topics. It is expected that the students will complete each reading assignment and be sufficiently prepared to apply the readings in class.

Class participation: This may include raising questions from the readings/discussion, making relevant comments, reacting to opinions expressed by the instructor or fellow students, in class writing activities, asking for clarification, engaging in class exercises, and bringing up issues of general interest to the class.

VIII. POLICIES FOR THIS COURSE

Attendance: It is expected that students attend each class session. If the instructor is unable to attend a session due to an illness or emergency, efforts will be made to contact the students prior to the class session. In the event a student is unable to attend a session due to illness, emergency or special circumstance, the student is to notify the instructor prior to the session that student will be missing. Each class session will start promptly at its scheduled time. Students should be on time and plan to attend the entire class session. If a student must leave early for some unpreventable reason, the student should inform the instructor prior to the start of the class. Unless there are serious extenuating circumstances, a student will not be able to earn an A for the course with more than two absences, a B with more than four absences, or a C with more than six absences.

Incivility and disruptive behavior are not acceptable and may result in a request to leave class and referral to the appropriate university office. Some examples of inappropriate classroom conduct include arriving late to class, leaving class early, using a cellular telephone in the classroom, texting during class, surfing the web during class, interrupting others who have been given permission to speak, carrying on side conversations while others are speaking, sleeping during class, interrupting class to discuss an unrelated issue, and being disrespectful (verbally or nonverbally) toward classmates or the instructor. This list is obviously not exhaustive.

Use of cell phones is prohibited; if you are expecting a call due to an unforeseen emergency notify the instructor at the beginning of class. The use of laptop computers, iPads or handheld devices in class for taking notes or following PowerPoint presentations is allowed. The use of

laptops, phones or other devices during class for checking e-mail, sending text messages, surfing the web, blogging, tweeting, or other activities not related to class is prohibited.

Assignments: The instructor will provide clear and timely descriptions, directions and grading criteria for assignments. Furthermore, the instructor will review, grade and return the assignments back to the students within a reasonable and defined time frame. It is expected that the student will turn in assignments when they are due, using the Canvas submission process or at the beginning of class as requested by the instructor. Specified assignments must be in APA format with appropriate citations. Plagiarism will not be tolerated and will be addressed in accordance with university policy.

Late Policy for Assignments: All assignments are due at the specified date and time. This policy is used in fairness to all those who turn in assignments on time and is also consistent with good professional practice. Late assignments will receive reduced points. Late assignments will automatically be reduced by 10% of the total available points for the assignment. For each additional 5 days an assignment is late, an additional 10% will be deducted from your grade on the assignment. However, I have a “*life happens*” policy that allows students with a legitimate reason to request one assignment to be turned in late up to 5 days. Beyond this one exception, I will not grant late assignments for any reason. I encourage students to refrain from taking the late assignment exemption unless needed.

“Incomplete” grades will be given in accordance with WSU SSW policy, which can be found at http://socialwork.wayne.edu/incomplete_grade_policy.pdf Please note these important points from that policy: to receive an Incomplete, a student must be passing a course; an Incomplete requires a written plan for completion, using the SSW form, which also requires the signature of the student’s advisor; the Incomplete must be mutually agreed upon in advance, before grades are submitted; and any Incomplete grade must be changed to a letter grade before the beginning of the next semester. It is also important to note that a grade of Incomplete may affect a student’s financial aid.

Incivility and disruptive behavior is not acceptable and may result in a request to leave class and referral to the appropriate university office. Some examples of inappropriate classroom conduct include arriving late to class, leaving class early, using a cellular telephone in the classroom, texting during class, surfing the web during class, interrupting others who have been given permission to speak, carrying on side conversations while others are speaking, sleeping during class, interrupting class to discuss an unrelated issue, and being disrespectful (verbally or nonverbally) toward classmates or the instructor. This list is obviously not exhaustive.

Religious holidays (from the online Academic Calendar): Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symphlicity.com/public_accommodation/

Counseling and Psychological Services (CAPS): It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Academic Dishonesty -- Plagiarism and Cheating Academic: Misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include: • Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation. • Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission. • Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. • Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals: In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <https://reg.wayne.edu/students/information#dropping>

Class recordings: Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

IX. STUDENT SERVICES

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide oncampus or online personalized help. Contact them at: https://library.wayne.edu/forms/consultation_request.php

X. COURSE LEARNING UNITS

Session	Date	Content	Assignments Due
1	01/09/2018	Introduction to Social Entrepreneurship	
2	01/16/2018	Overview of Social Entrepreneurship	
3	01/23/2018	Defining Social Entrepreneurship	
4	01/30/2018	Mapping the Social Entrepreneurship Ecosystem	Ecosystem IGNITE presentation and written report
5	02/06/2018	Assessing social change opportunities and designing social change ventures to meet unmet needs	
6	02/13/2018	Market and industry analysis	Elevator pitch for a social venture and written report
7	02/20/2018	Business planning for social entrepreneurs	
8	02/27/2018	Funding your social venture	
9	03/06/2018	Structuring your social change ventures and other organization considerations	Concept idea, literature review and stakeholder analysis
10	03/20/2018	Social Work Start-up Story Night (class meets off-site)	Industry analysis
11	03/27/2018	Evaluating outcomes and measuring impact	Market strategy, competitive landscape table, and social business canvas
12	04/03/2018	OptimizeWayne Social Innovation Challenge Showcase (class meets off-site)	
13	04/10/2018	Scaling Up & Impact Investing	PESTEL analysis & theory of change logic model
14	04/17/2018	Group Presentations	Pitch Deck Presentation
	04/21/2018		Final Business Feasibility Plan

Week 1: Introduction to Social Entrepreneurship. Review the course syllabus, structure and organization, and required readings and assignments.

Required readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Introduction, pp. 1-19)

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Introduction, pp. xv-xiii and Chapter 1, The Many Faces of Social Entrepreneurship, pp. 3-23)

Janus, K. K. (2017). *Social startup success*. New York, NY: Lifelong Books. (Introduction, pp. ix-xiv)

Week 2: Overview of Social Work Entrepreneurship. How does social entrepreneurship compare with commercial enterprises, traditional nonprofit service providers, and social activism? We will discuss terms, concepts and models in the field of social entrepreneurship.

Required readings:

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1-22.

[Available online](#)

Kickul, J., Terjesen, S., Bacq, S. & Griffiths, M. (2012). Social business education: An interview with Nobel Laureate Muhamad Yunus. *Academy of Management Learning & Education*, 11(3), 453-462.

[Available online](#)

Shier, M. L., & Handy, F. (2015). From advocacy to social innovation: A Typology of social change efforts by nonprofits. *Voluntas*, 26, 2581-2603.

[Available online](#)

Week 3: Defining social entrepreneurship. There is no common definition of social entrepreneurship. We will examine various ways social entrepreneurship has been defined with a focus on the different schools of thought – social enterprise vs. social innovation.

Required readings:

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Chapter 2 Social Entrepreneurship as

Organizational Behavior, pp. 25-44)

Dancin, T. M., Dancin, P. A., & Tracey, P. (2011). Social entrepreneurship: A critique and future directions. *Organization Science*, 22(5), [Available online](#)

Week 4: Social Entrepreneurship Ecosystem

Required readings:

Bloom, P.N., & Dees, J. G. (2008). Cultivate your ecosystem. *Stanford Social Innovation Review*, 6(1), 47-53. [Available online](#)

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Finding your Tribe, pp. 190-193)

Vexler, D. (2017, June 22). What exactly do we mean by systems? *Stanford Social Innovation Review*. [Available online](#)

Week 5: Assessing social change opportunities and designing social change ventures to meet unmet needs. What problem are you trying to solve? Characterizing your challenge and co-creating with communities. We will learn about business and entrepreneurship concepts and tools that help define, assess and clarify social change venture opportunities.

Required readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Characterizing your Challenge, pp. 21-40)

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Chapter 3 Discovering and Creating Social Entrepreneurial Opportunities & Chapter 4 From Opportunity to Action, pp. 47-88)

Janus, K. K. (2017). *Social startup success*. New York, NY: Lifelong Books. (Part 1 Testing Ideas, pp. 3-45)

Week 6: Market and Industry Analysis What's your marketing strategy? Who else plays in your space? Why is your solution better or meets an unfulfilled need? What industry are you operating in? How do industry dynamics affect your social change strategies and solutions?

Required Readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Chapter 5 Marketing Strategy and Chapter 6 Delivering your Solution, pp. 87-130)

Jinks, P. (2017, June 7). Why nonprofits should rethink their strategy. *Forbes*. Retrieved from <https://www.forbes.com/sites/forbescoachescouncil/2017/06/07/why-nonprofits-should-rethink-their-strategy/#5ff15a4beaf1>

Martinez, M., & Wolverton, M. (2009). Enriching planning through industry analysis, using the five forces model of M.E. Porter. *Planning for Higher Education*, 38(1), 23-30.
[Available online](#)

Week 7: Business planning for social entrepreneurs. What's your business model? We'll continue our examination of business planning theories and tools that can help you articulate how your social change venture will "create, deliver and capture value" for users and other stakeholders.

Required readings:

Burkett, I. (2013). Using the business model canvas for social enterprise design. [Available online](#)

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Chapter 8 Completing the Business Model and Chapter 9 Pitching and Network, pp. 155-194)

Wrigley, C., & Straker, K. (2016). Designing innovative business models with a framework that promotes experimentation. *Strategy & Leadership*, 44(1), 11-19. [Available online](#)

Familiarize yourself with the Social Business Model Canvas. Download a copy of the social business model canvas template at [Available online](#) You will use this template to create your own Social Business Model Canvas

Week 8: Funding your social change venture. Discussion of how organizations generate revenue, particularly operating revenue, and differences between available revenue streams for nonprofits, for profits, government organizations and hybrid models. Plus, discussion of capital structures of nonprofits, for profits and social enterprises.

Required readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Chapter 10, Funding your Venture, pp. 195-211)

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Chapter 6)

Janus, K. K. (2017). *Social startup success*. New York, NY: Lifelong Books. (Funding Experimentation pp. 93-142)

Mosher-Williams, R. (2018, Winter). The strength of social enterprise. *Stanford Social Innovation Review*, 16, B6-B12. [Available online](#)

Week 9: Structuring your social change ventures and other organization considerations. An overview of legal structures, funding considerations, and legal and tax risks and liabilities.

Required readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Legal Structure, pp. 213-220)

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Chapter 10, pp 220-231 only)

*Wexler, R. A. (2009). Effective social enterprise: A menu of legal structures. *The Tax Exempt Organization Tax Review*, 63(6), 565-575. [Available online](#)

*The Wexler article gets into the weeds about tax exemption rulings, but it offers a great overview of different legal entity structures. When reading the article, focus on the definitions of the different legal structures explained in the article and the author's advice about why you would select one entity structure over another depending on your social venture's business model.

Additional resources:

Which legal structure is right for my social enterprise? A guide to establishing a social enterprise in the United States. *Thomson Reuters Foundation*. [Available online](#)

Week 10: Social Work Startup Story Night, an evening of storytelling at the Jazz Cafe

Week 11: Evaluating outcomes and measuring impact. Examination of performance measurement concepts and tools used in the human services sector (e.g. Theory of Change and the Logic Model or Theory of Change), as well as performance management concepts and tools (e.g. triple bottom line, balanced scorecard)

Required readings:

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Chapter 7 Measuring Impact, pp. 131-154)

Guo, C., & Bielefeld, W. (2014). *Social entrepreneurship: An evidence-based approach to creating social value*. San Francisco, CA: Jossey-Bass. (Chapter 5, pp. 89-110)

Janus, K. K. (2017). *Social startup success*. New York, NY: Lifelong Books. (Part 2: Measuring Impact, pp. 47-92)

Additional resources

Community Tool Box at <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>

Chapter 2, Developing a Logic Model or Theory of Change

Week 12: OptimizeWayne Social Innovation Challenge Showcase

Week 13: Scaling Up & Impact Investing Discussion of the importance of scale in achieving social impact, and how it applies to social entrepreneurship and innovation. Charitable giving has changed dramatically in the past 20 years, with an increasing emphasis on strategic and venture philanthropy, as well as the emerging field of impact investing. Discussion of venture philanthropy, blended value, SROI, co-creation and impact investing

Required readings:

Bradrach, J. (2010, Summer). Scaling impact. *Stanford Social Innovation Review*. [Available online](#)

Chahine, T. (2016). *Introduction to social entrepreneurship*. Boca Raton, FL: CRC Press. (Chapter 13 Managing Growth, pp. 253-273)

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Week 14: Student Presentations

Sample Social Ventures:

Linton, Kristen F. (2013). Developing a social enterprise as a social worker. *Administration in Social Work, 37*(5), 458-470. [Available online](#)

Stephenson, H., Brock, M., & Loughhead, M. (2008). Urban outreach ministries' organic gardens: Developing a sustainable, triple-bottom line business for a nonprofit social enterprise. *Journal of International Academy of Case Studies, 14*(7), 63-72. [Available online](#)

XI. COURSE ASSIGNMENTS

All assignments should use APA style as appropriate, and should include a title page, subheadings, a running head and page numbers. Requirements include 1" margins on all sides, 12-pt. font using Times New Roman, and staying within the page limits. Good use of grammar, spelling, punctuation, and overall writing style is expected, and will require proofreading. Assignments are due per instructor's specifications for each assignment listed on Canvas. Check the Assignments tab in Canvas for more detailed information including grading rubrics and due dates.

Social Entrepreneurship Ecosystem Written Report & IGNITE Presentation. Examine the support systems that have formed to foster social change and innovation, nurture change-makers and promote impact in the field of social entrepreneurship. You will be randomly assigned an organization on the first day of class to assess. Visit the website of your assigned organization and prepare a brief (2-4 pages) written report. What's the mission of the organization? How would you classify the organization? (e.g. financing, business development services, nonprofit ratings or clearinghouse, etc). How are they legally structured? What need do they fulfill? What value do they provide social entrepreneurs? Who are their customers? What's their geographical reach? What products and services do they provide? How are they funded? How do they measure their social impact? Students will present their findings to the class for discussion using the IGNITE presentation format. Students will need to submit a Powerpoint presentation that adheres to IGNITE specifications (20 slides, 15 seconds per slide, 5 minutes total) using the transitions tab in Powerpoint.

Weekly Reading Reflections. Completing the required readings are important for your success in the course. Students can find a list of prompting questions for each week in Canvas. Students are required to submit a brief, focused reading reflection that demonstrates you have read the required material and can apply it in practice.

1 Minute Elevator Speech and Characterizing your Social Challenge and Solution. Social entrepreneurship is about applying social enterprise and social innovation to help solve protracted social problems. But, before a social entrepreneur or social intrapreneur can develop a durable solution, they must understand the social problem they are trying to address. This assignment asks you to describe a social problem you care about and propose a tentative solution. The assignment is twofold. First, characterize the social problem adequately including the scale and the scope of the problem, who is negatively affected, and what are the root causes. Second, provide a tentative solution to the social problem that employs social enterprise or social innovation. You will "pitch" your proposed idea in class. The best ideas, as voted on by class members using a "pressure test" framework, will advance as group projects to develop a business feasibility plan.

Business Feasibility Plan for a Social Change Venture (Benchmark Assignment). Students will develop a written business feasibility plan for a social change venture in small group (no more than 4 persons). Students must define a social change opportunity and using the template on p. 77 of Guo & Bielefeld, develop a feasibility plan that covers all aspects of planning including detailed information and analysis of: venture description, industry information, target and niche markets, resource and capital needs including financial, human, social and physical, policy and political environment, how the venture will be structured, assessment of strengths and benefits, financial review, assessment of challenges and disadvantages, and recommendations ("go" or "no go"). Component parts of the plan due before the final report. Additionally, students will "pitch" the social change venture to the class using the Social Business Model Canvas template. See Canvas for details, grading rubrics and due dates.

XII. BIBLIOGRAPHY

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