Leading as a Social Entrepreneur

MMS 490.02 SYLLABUS
Spring 2015

Wednesdays; Fridays: 11:45 a.m. – 1:00 p.m.
Social Sciences 311

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Social entrepreneurs are the reformers and revolutionaries, but with a social mission. They make fundamental changes in the way things are done in the social sector. Their visions are bold. They attack the underlying causes of problems, rather than simply treating symptoms. They often reduce needs rather than just meeting them. They seek to create systemic changes and sustainable improvements. Though they may act locally, their actions have the potential to stimulate global improvements in their chosen arenas, whether that is education, health care, economic development, the environment, the arts, or any other social sector field.

J Gregory Dees, The Meaning of Social Entrepreneurship

Some people don’t just live: they lead a life. They don’t sit around waiting for a lucky break. They create opportunities for themselves. They go after their dreams and bring them to life.... Welcome to the territory of life entrepreneurs.

- Life Entrepreneurs: Ordinary People Creating Extraordinary Lives
**Introduction**
Fundamentally, it is the entrepreneurial spirit that is shaping our future. Social innovators and entrepreneurs are pioneers in the way that we tackle today’s social problems and choose to live. As we turn to respond to the growing social, economic, and environmental challenges of our times, understanding and practicing social innovation and entrepreneurial leadership are becoming increasingly important. Similarly, as the world changes so do our lives. By understanding and practicing life entrepreneurship, we increase the chances of creating extraordinary lives – measured by long-term happiness, fulfillment, and contribution – both for ourselves and others.

As emerging leaders, you have a unique opportunity to study and prepare for this new era of challenge and opportunity. To realize your potential as change-making leaders, you need the tools, experiences, and support. This is the beginning of the journey – and we want to help you embark upon it well prepared and inspired for all that is to come.

**Course Description**
Leading as a Social Entrepreneur is designed to enable students to understand and harness the power of Social Entrepreneurship as behavior and practice. This course is divided into four main sections: Awakening, Exploring, Planning, and Sharing. Each section will include various exercises, activities, interactive conversations on and off-campus, providing you with an experiential and interdisciplinary approach to learning the fundamental principles and application of Life and Social Entrepreneurship. Students should be prepared to ambitiously step out of their comfort zone and into a new realm of learning and action.

**Course Objectives**
- Understand the “entrepreneurial mindset” and develop a deeper sense of self as an entrepreneurial leader in one’s professional and personal life;
- Acquire the introductory skill sets and frameworks necessary to act as change agents through social innovation;
- Strengthen diagnostic, evaluation, and planning skills as social entrepreneurs and public leaders to address important social problems;
- Create a comprehensive plan for exercising entrepreneurial leadership this summer and beyond;
- Learn from community members and practitioners to understand areas of need and opportunities for entrepreneurial contribution and existing successful models;
- Establish vibrant relationships with classmates and the greater Duke/NC/national entrepreneurial community, contribute to the evolution of the class, and have fun in the process.

**Syllabus**
The course syllabus is a guideline for the course. Over the course of the semester, the Course Outline below may change depending upon the availability of guest speakers and off-campus partners. Changes will be sent out with enough lead time for us all to make the appropriate adjustments.
Feedback and Coaching
I would like to meet with each of you in the first two weeks of class and will be distributing a signup sheet on the first day of class. Following that, you are encouraged to meet with me throughout the semester on an as-needed basis – depending on availability. I will also give teams structured feedback during pre-scheduled meetings at mid semester to discuss progress in the class. Finally, I will make a schedule of “flunch” times available and I hope to be able to break bread with all of you over the semester to deepen our personal connection.

Class Contribution
Achieving excellence this semester will require a committed contribution by each of you. Everyone is responsible for coming to every class 100% prepared. Preparation involves completing all mandatory assignments, readings and activities, and coming to class ready to engage with the material and our class community on a deeper level. You will be graded based upon the quality, not quantity, of your participation, and excused absences will only be granted for extenuating circumstances. Class contribution constitutes a significant portion of your final grade, but more importantly, it will enable you to enhance your own experience and that of your classmates.

Off-Campus Field Trips, Events and Activities
This course requires students’ active engagement in the Durham community and the greater community of Social Enterprise. You will be required to venture into the greater SE Community numerous times over the course of the semester, within the context of field trips during class time, community activities (which will include a class brunch preceded by team building activities, SE events in Durham, or others), and also as research for parts of the assignment series in the “Exploration” section of the course. Participation in these various activities is expected unless there is an important schedule conflict.

Guest Speakers
We will be joined by guest speakers during some of our classes and off-campus activities. As noted above, the schedule of the class may change depending upon the availability of our guests.

Written Assignments
1. Life Entrepreneurs Interview: Each student will complete one interview of a social entrepreneur who you are inspired by and submit the interview in written format, as seen in the interviews featured in Life Entrepreneurs, Ordinary People Creating Extraordinary Lives (template provided)
2. Entrepreneurial Life Plan: Over the course of the semester, each student will complete their Entrepreneurial Life Plan Workbook that will culminate in a submitted electronic and physical copy of their completed Entrepreneurial Life Plan (template provided).
3. Individual Promising Idea Paper and Presentation: To ground your understanding of Social Entrepreneurship and your path as an emerging leader, you will be responsible for completing a conceptual promising idea proposal in the beginning of the semester. The goal of this effort is to get you to apply the discipline of rounding out a promising idea within a Theory of Change framework and presenting this idea publicly. This will also serve as an opportunity for you to learn about each other’s ideas and rigor of the approach.
4. **Best Practice Analysis**: To inform your understanding of the social issue you are trying to address through your promising idea proposal, each team will be responsible for identifying a best practice organization and writing up a short description of the organization as well as insights gleaned from your research. (template will be provided)

5. **Team Promising Idea Proposal**: Based on your input, you will be divided into teams of 2-3 students each to work toward a ‘Promising Idea’ for social change. Each student team will develop, research, do active outreach, write up, and present their final promising idea, including their team’s Theory of Change. (instructions will be provided separately).

6. **Class Project**: The class will work as a whole to identify an opportunity on campus or in the community to try and “move the needle” towards positive change in a compressed timeframe. Each team will be assigned by the class a set of action items connected to the class project. At the end of the semester, each team is responsible for writing up its contributions to this activity and presenting it as part of the class project review.

**Feedback, Evaluation, and Grades**
The final grades for the course will be based on the following:

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<tr>
<td>20%</td>
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<td>• In-Class Contributions, Assessments (Individual &amp; Team)</td>
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<td>10%</td>
<td>Individual Promising Idea Paper</td>
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<td>10%</td>
<td>Best Practice Analysis (Team)</td>
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<td>10%</td>
<td>Life Entrepreneur Interview (Individual)</td>
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<td>Team Promising Idea Proposal and Presentation (Team)</td>
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<td>Entrepreneurial Life Plan (Individual)</td>
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<td>Class project contribution (Team)</td>
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100% Total
Reading Assignments and Course Materials

Books can be ordered on Amazon.com

- Ries, Eric. The Lean Startup

Optional but helpful texts:
- Shapiro, Ruth. The Real Problem Solvers: Social Entrepreneurs in America
- Crutchfield & Grant. Forces for Good: The Six Practices of High-Impact Nonprofits
- Dees, Emerson, Economy. Strategic Tools for Social Entrepreneurs
- Collins, Jim. Good to Great and the Social Sector
- Frankl, Victor Man’s Search for Meaning
- Porras, Emery, and Thompson. Success Built to Last: Creating A Life That Matters
- Sims, Peter. Little Bets

Specific Schedule and Assignments

Awakening (January 9 – January 23)

January 9 (F)  Discovering Core Identity & Values

Assignments
- Discuss: Class Syllabus and Norms
- Introductions
- Order books
- Review: Life Entrepreneurs Interview (template provided)
- Review: Entrepreneurial Life Plan Workbook & Final Assignment
- Distribute 360 Reviews to at least five people close to you that represent a diverse and wide range of perspectives
- Be prepared to discuss: what specific ideas for making this a great class and how can you contribute to making it great?

January 14 (W) Understanding and Mapping Personal History

Assignments
- Complete: Self-History assignment in ELP workbook
- Read: Life Entrepreneurs: Introduction – Chapter 3
- Watch: Warren Bennis on Crucible Moments http://www.youtube.com/watch?v=adGWh7oYF
- Be prepared to share: your personal history
January 16 (F) Yielding to Passions and Getting in Your Element

Assignments

• Complete: reflecting on Ken Robinson’s work, complete Passions, Strengths, Purpose, and mapping Core Identity assignment in ELP workbook (through page 15) and bring with you to class
• Watch: Ken Robinson http://www.ted.com/talks/lang/eng/sir_ken_robinson_bring_on_the_revolution.html
• Be prepared to discuss/share: your growing understanding/awareness of your passions and strengths

January 21 (W) Seizing Opportunity & Defining Vision

Assignments

• Turn in and bring to class: at least five completed 360 Reviews (template provided)
• Bring: ELP workbook
• Read: Life Entrepreneurs: Chapters 4-5
• Read: James O’Toole, Creating the Good Life: Introduction – Chapter 2
• Read: David Brook’s “Summoned Self”
  o http://www.nytimes.com/2010/08/03/opinion/03brooks.html
• Tentative guest speaker
• Be prepared to share: a 10-year vision statement for yourself

January 23 (F) Bringing Personal Leadership to Social Change

Assignments

• Turn in and bring with you to class: Life Entrepreneurs Interview (template provided)
• Read: Dees, Gregory, The Meaning of Social Entrepreneurship
• Read: How to Change the World, Bornstein: Chapters 1-5
• Be prepared to discuss: 2-3 ideas that are swirling around in your head that you would like to pursue as an emerging change-maker.

Exploration (January 28 – March 1)

January 28 (W) Promising Idea Creation/ Campus Project

Assignments

• Read: Guclu, Dees & Anderson, “The Process of Social Entrepreneurship”
  o http://www.caseatduke.org/documents/SEProcessDraft_FINAL.pdf
• Read: How to Change the World, Bornstein: Chapters 10-13
• Be prepared to discuss: 2-3 ideas for a campus/community project

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January 30 (F) Individual Promising Idea Presentations
- Turn in Individual Promising Idea Paper to Reading Partner via email and hard copy (template provided)
- *Prepare to pitch idea in a 2-3 minute presentation (no PPT)*

February 4 (W) Understanding Assets/ Needs of Durham (Tentative site visit to SEEDS)

**Assignments**
- Submit team preferences by Sunday, February 1 by midnight – these will be used to form teams which will be sent out on Monday, February 2nd
- Submit comments on your reading partner’s paper
- Read: Lean Startup Part 1: Vision
- Review: Market Asset Mapping
- *Note: CG will be out of town but SEEDS’ Executive Director will be prepared to meet you:*
  - Emily Egge; 703-298-0669 (cell)

February 6 (F) Social Enterprise Panel (Place TBD)

**Assignments**
- Read: Martin & Osberg. “Social Entrepreneurship: The Case for Definition”
- Read: Bull City Forward strategic plan
- Review: Bull City Forward website (bullcityforward.org)
- Work on Team Promising Ideas draft due next week
- *Be prepared to engage local social entrepreneurs on their business/ social change model*
- *Note: CG will be out of town but Bull City Forward’s Executive Director will be prepared to meet you:*
  - Keeva Kase; 1-609-364-4671 (cell)

February 11 (W) Visit TROSA (Off-campus visit)

**Assignments**
- Review: TROSA website ([www.trosa.org](http://www.trosa.org))
- *Note: CG will be out of town but a TROSA representative will be prepared to meet you:*
  - TROSA representative:
    - Keith Artin, Chief Operating Officer
    - TROSA President's Office
    - 919-419-1059 Ext. 1219

February 13 (F) Theory of Change/ Class Project

**Assignments**
- Review: Theory of Change template
  o http://www.ssireview.org/articles/entry/zeroing_in_on_impact
• Be prepared to discuss: ideas for class change projects
• Be prepared to have constructive conversations about promising ideas as well as your top three personal take-aways from site visits? What more do you want to know about Durham’s entrepreneurial community? Did these experiences in Durham have any impact on your own entrepreneurial life journey?

February 18 (W) Team Promising Idea Feedback Session
Assignments
• Submit first draft of Team’s Theory of Change (template provided)
• Start Time Mapping Exercise (template provided)
• Be prepared to present and discuss your team promising idea

February 20 (F) Goals & Strategies/ Time Mapping/ Healthy Support Systems
Assignments
• Team Check-In
• Read: Life Entrepreneurs: Chapters 6-7
• Turn in: plan for summer (template provided)
• Optional: David Allen’s Art of Stress-Free Productivity
  o https://www.youtube.com/watch?v=CHxhjDPKfbY
• Optional: Mastering any Skill by Deconstructing It, Tim Ferriss
  https://www.youtube.com/watch?v=DSq9uGs_z0E
• Tentative Speaker
• Be prepared to discuss plans for summer and time mapping

February 25 (W) Making Choices
Assignments
• Team Check-In
• Complete Entrepreneurial Life Plan Goals and Strategies & Sections
• Turn In: Time mapping exercise (template provided)
• Watch: Meg Jay “Why 30 is not the new 20”:
  http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en
• Read: Life Entrepreneurs: Chapters 8-Conclusion
• Work on: Draft of Entrepreneurial Life Plan
• Review Opportunities Matrix from ELP and bring with you to class
• Be prepared to discuss opportunities matrix and as well as personal goals & strategies aligned with time map

February 27 (F) Entrepreneurial Life Plan Discussion
Assignments
• Bring to class: Draft of Entrepreneurial Life Plan (template provided)
• Review: Creating a Peer Leadership Group (in ELP)
• Read: Rudyard Kipling’s “If” [http://www.poetryfoundation.org/poem/175772](http://www.poetryfoundation.org/poem/175772)
• Be prepared to discuss your emerging entrepreneurial life plan in small group setting

**Planning (March 4 – April 3)**

March 4 (W)  Innovative Interventions (Class Project Check-In)

Assignments

- **Required Team Meeting**
- Watch: Ideo Video
  - [http://www.youtube.com/watch?v=M66ZU2PClCM](http://www.youtube.com/watch?v=M66ZU2PClCM)
- Read: [http://www.wired.com/cars/futuretransport/magazine/16-09/ff_agassi](http://www.wired.com/cars/futuretransport/magazine/16-09/ff_agassi)
- THEN Read: [http://www.fastcompany.com/3028159/a-broken-place-better-place](http://www.fastcompany.com/3028159/a-broken-place-better-place)

- Be prepared to discuss the process of design thinking and come in with 2-3 examples of where you see this process in action (hint: take a look at other product design processes and user interface strategies)

March 6 (F)  Testing Assumptions/ Best Practice Analysis

Assignments

- **By midnight Sunday, March 1** turn in via email: Team Best Practice Analysis
- Read: Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas* Chapters 14-16
- Be prepared to discuss best practice analysis and current assumptions about promising ideas

SPRING BREAK (March 11-15)

March 1 (W)  Outcomes and Social Impact Measurement

Assignments

- Read: Lean Startup: Part Two: Steer
- Read: Javits, “REDF’s Current Approach to SROI”
- Prepare and submit by Sunday midnight: Your team’s Theory of Change on a one-pager that you may be called on to present in class (template provided)
- Be prepared to discuss current Theory of Change and how to clearly develop and measure outcomes

March 20 (F)  Creating an Operations Plan & Budget/ Resource Strategy

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Assignments
- Review: cost and cash flow analysis (provided)
- Watch: Randy Komisar’s Getting to Plan B (http://www.youtube.com/watch?v=bEaINUSeJEI)
- Read: http://www.fastcompany.com/social/2008/articles/forces-for-good.html
- Be prepared to discuss your team’s operations plan and potential resource strategy based on emerging Theory of Change

SATURDAY, MARCH 21: TEAM-BUILDING/ BRUNCH

March 25 (W) Sustainability and Revenue-Generating Models of Social Enterprise
Assignments
- Optional: Enterprising Nonprofits, Greg Dees: http://www.uic.edu/sph/phtpg/Content/Reading%20Room/Articles/Dees%20Enterprising%20Nonprofits.pdf
- Come to class with three ideas you have for generating income for your team’s promising idea.

March 27 (F) Driving Improvement through Rapid Prototyping
Assignments
- Review action plan for class project
- Work on your team’s promising ideas
- Tentative speaker
- Be prepared to discuss full scope of promising idea with class

April 1 (W) Adjusting to Feedback – Iterating your Promising Ideas
Assignments
- Read: Lean Startup: Part Three: Accelerate and Epilogue
- Circulate by email on Sunday: Promising Idea Proposal – complete draft (template provided)
- Read: All promising idea proposals
- Come prepared to provide feedback to each team

April 3 (F) Class Project Debrief
Assignments
- Class project should be completed by this date
- Send via email: links to two videos of compelling presentations that you have
seen that persuaded/inspired you in some way and describe why you are recommending them

- Be prepared to discuss lessons learned from class project – recommendations for future projects

Sharing (April 8 – April 22)

April 8 (W) Inspiring Evangelists
Assignments
- Watch: three videos from class list and provide a brief write up of each video (turn in at class based on template)
- Read: Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas Chapters 17-Conclusion
- Review essential elements of presentation (provided) and develop initial draft of your team’s presentation
- Be prepared to discuss what makes for a compelling presentation and how you are incorporating these strategies into your team’s presentation

April 10 (F) Promising Idea Presentations
Assignments
- All teams submit via email to the whole class by Thursday midnight Team’s Promising Idea Proposals
- First set of teams: Present a 10 minute promising idea overview (template provided)
- Review, revise, and send your Entrepreneurial Life Plan to your Peer Leadership Group (note that is you would prefer to keep sections of it private, please edit as you see fit)
- Be prepared to provide feedback to teams on their presentations

April 15 (W) Promising Idea Presentations
Assignments
- Second set of teams resent 10 minute promising idea overview
- Be prepared to provide feedback to teams on their presentations

April 17 (F) Peer Leadership Group Meeting
Assignments
- Come prepared to discuss your peers’ ELP in a confidential, supportive setting
- Discussion of target outcomes for the summer

April 22 (W) Close
Assignments
- Turn in FINAL Entrepreneurial Life Plan

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• Complete: Year end Zoomerang survey (will be sent out via email)
• *Be prepared to discuss how this class has impacted you and how you feel you have contributed to the class based on the standard that you set for yourself at the beginning of the semester.*

CLASSES END APRIL 22

April 26  (Sun)  Peer/ Self Assessment due

**Christopher Gergen** is CEO of [Forward Impact](#) that develops entrepreneurial working and living communities including [HQ Raleigh](#), [HQ Greensboro](#), and [Think House](#). Christopher is also the founder of Forward Communities, a non-profit that has launched community-based efforts to develop and scale high-impact social entrepreneurs including [Bull City Forward](#) in Durham, NC, [Queen City Forward](#) in Charlotte, NC, and [Moore Forward](#) in Moore County, NC. Christopher is the co-founder of [Forward Cities](#) – a national learning collaborative between cities focused on building more inclusive innovation economies and is helping the [Aspen Institute](#) launch a new Center for Urban Innovation. Additionally, Christopher is Innovator in Residence with the [Center for Creative Leadership](#), a fellow with [Duke University’s Innovation & Entrepreneurship initiative](#), and senior advisor for the [Algernon Sydney Sullivan Foundation’s Social Entrepreneurship Initiative](#).

Christopher is co-author of the nationally acclaimed book *Life Entrepreneurs: Ordinary People Creating Extraordinary Lives* and co-authors a bi-weekly column on social innovation for the Raleigh News & Observer and the Charlotte Observer titled “Doing Better at Doing Good.” Christopher is a 2013 Henry Crown Fellow at the Aspen Institute and serves on several local, state, and national boards.

In 1999, Christopher co-founded [SMARTTHINKING](#) that became the leading online tutoring provider in the United States before being acquired by Pearson Education in 2011. Other ventures include starting Café Nunoa - a coffeehouse/bar in Santiago, Chile when he was 24 and “Entrepreneur Corps”—an AmeriCorps*VISTA* initiative that placed 400 full-time business volunteers for a year of service in over 90 non-profits. Previously, Christopher started [LEAD!](#), a leadership, entrepreneurship, and service program for Gonzaga College high school students in Washington, D.C. and is a founding board member of the [E.L. Haynes Public Charter School](#) also in D.C. Further experience includes serving as Vice President of New Market Development for [K12 Inc.](#) and Chief Operating Officer for [New American Schools](#). Christopher received a Bachelor of Arts with honors from Duke University, a Master’s Degree in Public Policy from the George Washington University, and his M.B.A. from Georgetown University. He lives with his wife and two children in Durham, NC.