Social Entrepreneurship in Action

Fall 2014

“You must do the thing that you think that you cannot do”
Eleanor Roosevelt

PubPol271.s
Wednesday and Friday from 1:25-2:40pm
Sanford 150

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Introduction
Social entrepreneurship is an emerging factor in public policy. An innovative spirit has always been important to progress in our society, and it is even more so today. Social entrepreneurs demonstrate new ways to create sustainable social benefits by fusing a social mission with innovative business practices. These leaders have a clear and compelling moral purpose, they possess effective leadership skills and business savvy, and they are emotionally engaged in their work. Above all, they embrace innovation as a way of life. To realize their potential as social entrepreneurs, students need courses and experiences that help them learn about and develop their own capacities and inspiration for social purpose innovation.

During the last decade, Duke students have demonstrated the motivation and capacity to act as social innovators in the Enterprising Leadership Initiative (ELI) and other entrepreneurial programs. Examples of successful projects that benefit others and are personal signature college experiences for the founders include: Student U, The Girls Club, Rival Magazine, Common Ground, the Duke-Durham Grant Initiative, Smalltown Records, and the Center for Race Relations.

Course Overview
Social Entrepreneurship in Action is an enterprising leadership course in applied social innovation. The central goal of the course is to provide students with an academic opportunity to leverage their experiences and interests to create social innovation initiatives. More than a traditional social entrepreneurship education course, the course design is based on the principle that significant learning results from creating and completing projects that will actually benefit others.

The course integrates practice with theory in providing students with knowledge, analytical competence, and leadership skills important to exercising social entrepreneurship. By acting on a passion to develop a promising idea, followed sequentially by a credible proposal, and a compelling plan, students create signature personal leadership experiences that also benefit others. The teaching method is interactive and experiential based on the assumption that the students are highly motivated to be part of a robust learning community.
The Enterprising Leadership Initiative (ELI) will assist committed teams who have compelling projects after the course ends. Support will include financial grants, fund-raising support, coaching, and a network of people who are potential resources.

As the course is unusual, it isn’t a great learning experience for everyone. Some students are over-committed in other activities and think that the course work is overwhelming. Others think that the structure of the course is too fluid and the pace too fast. Some prefer the pedagogy of theory to application instead of action to meaning-making. On the other hand, many students create deeply meaningful educational experiences in Social Entrepreneurship in Action. Former students reinforce the importance of engagement as the key to making the time necessary to a great experience. Engaged students are often eager to do more at Duke, and some are not fully satisfied with their college experience to date. Beginning the course without clear passions and a specific project idea is not a disadvantage.

Course Objectives and Outcomes

Social Entrepreneurship in Action course objectives extend beyond knowledge, cognitive development, and skills to include social/psychological development. The relative importance of the different course outcomes below varies with each student’s interests and developmental priorities.

The University, Communities, Groups, and Individuals

1) Real beneficial results that are valued by stakeholders.

Student Development: ways of knowing, ways of thinking, ways of interacting, and ways of being

2) Enhanced knowledge about:
   a) Social entrepreneurship definitions, models, practices, and processes.
   b) A policy problem and the related stakeholder community.
   c) Analysis models and processes.

3) Enhanced change agent abilities and personal behavior in:
   a) Innovation from analytical thinking and a data-driven focus on results.
   b) Social innovation planning and clear concise communications.
   c) Engagement, collaboration, and working in teams.
   d) Results-orientation, accountability, preparation, and time management.
   e) Concise, credible communications.

4) Changemaker development resulting from successful social mission initiatives, including higher levels of:
   a) Identity and self-understanding regarding social values and personal competencies.
   b) Efficacy and confidence.
   c) Agency, action, and resilience.

5) New relationships:
   a) New relationships within and external to Duke that benefit later endeavors.
   b) New relationships with classmates and other students with similar personal interests.

6) Enhanced post-graduation paths:
   a) Realization of alternative career options in making life choices and, possibly, greater confidence and courage to pursue unanticipated opportunities.
   b) Better qualifications for fellowships, employment, and graduate school.

Syllabus, Expectations, and Requirements

The course syllabus is a guideline for the course. A folder for each class will be posted on Sakai that contains the assignment, assignment comments, and discussion questions, class notes, forms, and external links. The assignments for the next week will usually be posted by noon on Saturday, and they will always override the assignments in the syllabus.
Course Components:

**A class learning community and class discussions:** As a seminar, *Social Entrepreneurship in Action* is a learning partnership and the development of a class community is essential to a meaningful experience. This is not a course this is “taught.” As a learning community member, each student is responsible for contributing to the educational experience of the whole class. This is a course where there is a strong correlation between the level of student engagement and the personal value of the educational experience. The class learning community will be reinforced by the evaluation and grade system, a series of scheduled student conversations over a meal (that will sometimes include guests), and a culture of getting to know and care about each other.

**Social entrepreneurship projects:** Each student will define a promising idea that addresses a real problem or opportunity in the Duke or Durham communities. Students will then work in teams to develop a credible proposal followed by a compelling plan (including testing one or more key hypotheses). A number of students will decide to pilot-test and subsequently launch their projects following the end of the course. Others will decide not to continue with their projects. The course experience can be very meaningful for both types of students.

**Social innovation project(s):** The class will define one or more issues involving social innovation opportunities at Duke, develop hypotheses, gather and analyze data, test ideas, and develop a class memorandum of the findings and recommendations to be shared with appropriate student organizations and the administration. In addition to focusing on one (or two) issues, it’s likely that the project may focus on one strategy, one function, or one market in order to increase the project impact. In order not to conflict with the team-based social entrepreneurship projects, the social innovation project will be organized on the basis of the combination of class conversations and individual or two-person assignments.

**Alumni engagement and 36 Hours at Duke:** The students will participate actively in a 36 Hours at Duke program for social entrepreneurs and social capitalists on November 7-9. In addition, each student team will be paired with two PPS271s alumni who will act as advisors. Each team is expected to have a minimum of two conversations with their alumni partners during the semester. Objectives include: (1) new personal relationships, and (2) a source of advice and counsel to the student team about the PPS271s project, their Duke education, and social entrepreneurship career paths. In addition, several PPS271s alumni will participate in student conversations (in person or via Skype).

**Quizzes, Tests, and Final Examinations**
With the focus on projects and papers, none are planned.

**Reading and Paper Assignments**
As an action-oriented, experiential course, the intention is to avoid excessive reading and writing assignments (other than the compelling plan). The reading assignments include two short books and a number of book excerpts, book notes, and articles. In addition, as part of the project preparation process, each team will define a project-related reading list.

**Required books:**
- Collins, Jim. *Good to Great and the Social Sector*
- Pink, Daniel. *To Sell Is Human: The Surprising Truth About Moving Others*

Each student will write a Promising Project Proposal, and each team will write a Credible Project
Proposal and a Compelling Plan.

In addition, six short individual papers (including four personal reflection papers) and several team-based short papers are assigned.

Course Materials
I will distribute a course workbook that includes numerous forms and notes. Unless I specify otherwise, completing the forms is optional. I do recommend that the teams complete the forms before and/or following the class discussions, because they are important to the team projects and the course objectives. Because they are optional, teams have the choice of not completing the forms.

There will be a course materials charge for the books, the course workbook, and cases used in the course.

Class Preparation, Discussion, and Contribution
Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on basic principles and will assume knowledge of the assigned reading material. The class contribution grade will reflect the quality (not quantity) of contributions to class discussions, the quality of the team contribution, and other voluntary activities that enhance the course experience for everyone.

Clear, concise, and thoughtful written and oral communications are important. The short paper and form assignments reinforce this. Also, students will make a number of short, spontaneous oral presentations about their projects, the assignments, and the class topics.

Class time for team meetings will be set aside on a regular basis.

Guest Speakers
We will invite several guest speakers to our class (in person or via Skype). It is especially important that students prepare for these sessions and contribute to a vibrant discussion. The schedule of classes in the syllabus may have to be modified to accommodate the schedules of our guest speakers.

Activities Outside the Classroom
Outside activities are an important part of the course. Participation in the 36 Hours at Duke weekend is required. Participation in other activities is expected unless there is an important schedule conflict. Outside of class activities might include:

- Class brunches and dinners, sometimes including former PPS271s students and community members.
- A Bull City Forward event at Joe’s Diner on October 1
- Possibly a visit to local social enterprises. Possible examples include TROSA, One World Market, and Bull City Forward.

In addition, students are expected to reach out and get to know one another outside of class (especially during the first month of the course).

Technology
I will look to the students to recommend uses of technology that will enhance their learning experience and the efficiency of communications (including posting assignments).

Evaluation, Feedback, and Grades
Feedback and Coaching
An important part of my role is to be a valuable resource to individual students and to the social entrepreneurship project teams. Peer feedback about the projects is also important.
As this class emphasizes proactive behavior, it is important that students take the initiative to solicit feedback from me about personal development, course performance, and ways to increase contributions to classmates’ education.

At mid-semester, I will give each student and each team feedback regarding performance and progress. As feedback is a two-way street, I will solicit evaluations and suggestions from students about ways to enhance the course several times during the semester.

The short written assignments will be evaluated on the basis of above average, average, and below average. They will be returned with few or no comments. Sometimes, I will post examples of above average papers (with prior permission). Students are welcome to meet with me during the semester to discuss their portfolio of short assignments in more detail.

**Grades**
I will distribute a detailed memorandum that defines my grading criteria and processes. The final grades for the course will be based on the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Class and team contributions¹</td>
</tr>
<tr>
<td>0%</td>
<td>Promising idea proposal²</td>
</tr>
<tr>
<td>15%</td>
<td>Credible enterprising project proposal</td>
</tr>
<tr>
<td>15%</td>
<td>Compelling plan and presentation³</td>
</tr>
<tr>
<td>20%</td>
<td>Semester-end social entrepreneurship project actual results</td>
</tr>
<tr>
<td>15%</td>
<td>Social innovation project and <em>36 Hours at Duke</em></td>
</tr>
<tr>
<td>5%</td>
<td>Short papers</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
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The grades will be based on assessed results. While effort is essential, it does not guarantee results. Some students and student teams will perform better than others. While the class will not be graded on a curve, the final grades will take into consideration the Sanford School’s guidelines for a class of this type. Hopefully, the personal and community benefits from participating in the course will be as important as the final grade.

**Course Outline**

**Introduction and Promising Ideas**
1) Introduction
2) Promising ideas: assets, values, and opportunities
3) Intellectual architecture: analysis tools
4) Social innovation project change model: problems and opportunities
5) Social innovation project change model: interventions, outcomes, and hypotheses
6) Promising idea proposals and presentations

**From Promising Ideas to Credible Proposals; From Credible Proposals to Compelling Plans**
7) Market research
8) Social innovation project action plan

¹ Penalties will be imposed for more than two absences (and significant penalties are imposed for excessive absences). The class contribution grade will be 50% of the final grade (instead of 30%) if it is a “B-” or lower.
² Graded, but not included in the final grade.
³ Evaluation based on the compelling plan in the absence of real results (evidence of analysis, the intellectual architecture, and quality and professionalism of the written document)
9) Ecosystem, opportunities, and effective engagement: Duke University
10) Ecosystem, opportunities, and effective engagement: Durham
11) Selling: engaging stakeholders and students
12) Class lab: credible proposals
13) Effective teams
14) Credible project proposals and presentations
15) Social innovation project lab
16) Social entrepreneurs
17) Impact, sustainability and growth: compelling plans, strategies, and marketing
18) Great companies
19) Social capitalists
20) Financial resources: revenues, gifts, and grants
21) Tools: financial projections, risk management, and program evaluation
22) Human resources: sustainable leadership and student engagement

Social Entrepreneurship and Social Innovation: Meaning-making and Action
23) Social entrepreneurship meaning, principles, and models
24) Effective social entrepreneurship behavior, hypotheses, and questions
25) Social innovation project results and recommendations
26) Social entrepreneurship and me
27) Presentations: compelling plans and social innovation projects
28) Final class: course outcomes, enhancements, and evaluations

Class Topics and Assignments

Aug. 27 Introduction

Topics
Introductions
Exciting and disturbing issues
Course:
Purpose and outcomes
Key strategies
Syllabus details
Social entrepreneurship projects
Social entrepreneurs and social entrepreneurship

Assignment
Define one issue at Duke last year or this past summer that especially upset(s) you. It can be big or little, but be as specific as you can. Define “issue” in any way that is personally relevant. Also define in one sentence why it upset(s) you. Come to class prepared to discuss your issue with your classmates.

Turn in (Sakai Drop Box):
Personal questionnaire

Review:
Draft of course syllabus (to be distributed on Tuesday)
Spring 2013 anonymous course evaluations
Promising idea proposal (due on September 12)
Promising idea worksheet (assigned for Friday, August 29)
ELI memos and reports:
ELI web site (http://www.hart.sanford.duke.edu/eli/)
Aug. 29  Promising ideas: assets, values, and opportunities

Topics
- Assets and opportunities
- Promising ideas
- Problem definition decision analysis
- Change models
- Promising idea proposal due on September 12 (two weeks)

Assignments
- Work on promising idea.
- Complete course syllabus survey
  - [https://www.surveymonkey.com/s/VRKCKDT](https://www.surveymonkey.com/s/VRKCKDT)
- Schedule two study or social meetings with new classmates before September 12
- Schedule a conversation with Tony on Google.doc before September 12
  - [Sign Up Here!](https://www.surveymonkey.com/s/VRKCKDT)

Read:
- Class notes: social change models, problem analysis, innovation process, SE meaning and outcomes.

Complete form:
- Promising ideas worksheet (but not to turn in)

Sept. 3  Intellectual architecture: analysis tools

Topics
- Change models (continued)
- The analysis process
- Promising idea proposals
- Credible project proposals

Assignments
- Work on promising idea proposal
- Get to know your classmates
- Course workbook forms and/or class notes posted in Sakai folder for this class

Sept. 5  Social innovation project change model: problems and opportunities

Topics
- SI issues
- SI issue selection decision
- SI project change model: problem definition decision
- SI project change model: opportunity decision

Assignments
- Review August 26 class materials
Work on promising idea proposal
Get to know your classmates
Course workbook forms and/or class notes posted in Sakai folder for this class

Sept. 10
Social innovation project change model: interventions, outcomes, and hypotheses

Topics
SI project change model: interventions
SI project change model: incremental outcomes
SI project change model: key hypotheses to be tested

Assignments
Review September 5 class materials
Work on SE promising idea proposal
Get to know your classmates
Course workbook forms and/or class notes posted in Sakai folder for this class

Sept. 12
Promising ideas proposals

Topics
Promising idea presentations

Assignment
Turn in:
   SE promising idea proposal
   SE promising idea change model (for distribution to the class)
Read:
   Promising idea presentation memo
   Course workbook forms and/or class notes posted in Sakai folder for this class
Turn in team project preference by 9:00pm

Sept. 14
Brunch at Teddie and Tony's house (12:30–2:30pm)
(Sunday)

Sept. 17
Market research

Topics
Good to Great and the Social Sector
Market failure
Research methods
Market research
Social entrepreneurship project team assignments

Assignments
Turn in:
   Reflection paper #1
Read:
   Collins. Good to Great and the Social Sector
   Dyer, Gregersen, and Christianson. “The Innovator’s DNA.”
Course workbook forms and/or class notes posted in Sakai folder for this class
Schedule first team meeting early this week

Sept. 18 Thursday
Duke I&E Entrepreneurship Week event (recommended but optional)

Sept. 19
Social innovation project action plan

Topics
Social innovation project change model and hypotheses
Project work plan
Student assignments

Assignments
Review September 10 class materials
Additional assignment may be added
Work on credible SE proposal
Course workbook forms and/or class notes posted in Sakai folder for this class

Sept. 24
Ecosystem, opportunities, and effective engagement: Duke University

Topics
Student Affairs plans and priorities
Student Affairs resources
Promising idea feedback
Class project

Assignment
Read:
Web site: Student Affairs
Duke University plans
Start Pink’s book (due on October 1)
Work on credible SE proposal

Guest Class Leader
Larry Moneta, Vice President for Student Affairs
Duke University

Sept. 26
Ecosystem, opportunities, and effective engagement: Durham

Topics
Durham entrepreneurship and social entrepreneurship landscape
Bull City Forward
Durham problems/opportunities where students can make a difference
Durham student project successes and failures (results and student behavior)

Assignments
Turn in:
Draft of change model (if the team has decided on a specific project idea) OR
problem definition analysis (if the team has not yet decided on a specific project
idea) - one per team
Read:
    Web site: Bull City Forward
Work on credible SE proposal and SI project assignment

Guest Class Leader
Keeva Kase
Executive Director
Bull City Forward

Oct. 1  Selling: engaging stakeholders and students

Topics
Stakeholders
Marketing and selling
Engaging students

Assignments
Read:
    Pink. To Sell Is Human
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on credible SE proposal and SI project assignment

Oct. 1  Bull City Forward event at Joe’s Diner (strongly recommended, but optional)
5:30–7:30pm

Oct. 3  Class lab: credible proposals

Topics
Project progress
Project challenges and solutions
Learning experiences and social entrepreneurship hypotheses

Assignments
Turn in:
    Updated social change model or draft of credible project proposal (one per team)
Read sample credible proposals and presentations
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on credible SE proposal and SI project assignment

Oct. 8  Effective teams

Topics
Teams and social entrepreneurship behavior
Effective team principles
Team assessments and challenges
Team memoranda of understanding (MOUs)

Assignments
Complete team forms:
    Team member contribution assessment (one per student) - NOT to turn in
Read:
Your MBTI report (previously assigned)
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on credible SE proposal and SI project assignment

Oct. 10 Credible social entrepreneurship project proposals and presentations (Thursday night?)

Topics
Team presentations

Assignments
Turn in:
Team analysis and MOU (one per team)
Credible project proposal (one per team)
“One page” project definition (one per team)
Prepare credible SE proposal presentation
Complete mid-semester course survey and review results
Read:
Presentation memo
Course workbook forms and/or class notes posted in Sakai folder for this class

Oct. 11–14 Fall break

Oct. 15 Social innovation project lab

Topics
Social innovation project assignment status
Change model and work plan review and modification
Progress and challenges
Lessons learned
Updated assignments

Assignments
Turn in:
Reflection paper #2
Review September 19 class materials

Oct. 17 Social entrepreneurs

Topics
Stories: Dan Kimberg and Student U
Another topic to be added

Assignment
Review Student U web site
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on SE project results, SE compelling plan, and SI project assignment

Guest class leader
Dan Kimberg
Founder and Executive Director
Student U

Oct. 22  Impact, sustainability, and growth: compelling plans, strategies, and marketing

Topics
Compelling plan contents
Strategic management and strategy elements
Scaling impact strategies
Marketing definition and components

Assignments
Turn in:
Project-related reading list (one per team)
Prepare case:
Harvard Business School Publishing
Read:
One or more compelling plan samples
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on SE project results, SE compelling plan, and SI project assignment

Oct. 24  Great companies

Topics
The social responsibility of business
“Socially responsible” companies
Qualities of great companies

Assignments
Read:
Friedman, Milton. “The Responsibility of Business is to Maximize its Profits.”
Additional assignment(s) to be added
Work on SE project results, SE compelling plan, and SI project assignment

Oct. 29  Social capitalists

Topics
Stories: Henry Kaestner, Sovereign Capital, and Bandwidth.com
Values-based company leadership: vision, mission, values, and practices

Assignment
Read:
Websites: Sovereign’s Capital, DurhamCares
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on SE project results, SE compelling plan, and SI project assignment

Guest
Henry Kaestner
Co-Founder and Managing Partner
Sovereign’s Capital LLC
Oct. 31  Financial resources: revenues, gifts, and grants

   Topics
   Financial resource sources
   Revenues
   Gifts
   Grants
   36 Hours at Duke

   Assignment
   Course workbook forms and/or class notes posted in Sakai folder for this class
   Work on SE project results, SE compelling plan, and SI project assignment

Nov. 5  Tools: financial projections, risk management, and program evaluation

   Topics
   Financial projections
   Risk management
   Program evaluation
   36 Hours at Duke

   Assignments
   Turn in:
      Short paper: social entrepreneurs and social capitalists
      Course workbook forms and/or class notes posted in Sakai folder for this class
      Work on SE project results, SE compelling plan, and SI project assignment

Nov. 7  Human resources: sustainable leadership and student engagement

   Topics
   Leadership structures and affiliations
   Leadership succession
   Sustained student engagement

   Assignment
   Course workbook forms and/or class notes posted in Sakai folder for this class
   Work on SE project results, SE compelling plan, and SI project assignment

Nov. 7-9  36 Hours at Duke (Friday evening to Sunday noon)

Nov. 12  Social entrepreneurship: meanings, principles, and models,

   Topics
   Meaning
   Principles
   Models

   Assignments
   Read articles and notes:
Bornstein and Davis. Social Entrepreneurship: What Everyone Needs to Know
Course workbook forms and/or class notes posted in Sakai folder for this class
Work on SE project results, SE compelling plan, and SI project assignment

Nov. 14  Effective social entrepreneurship behavior, hypotheses, and questions

Topics
Effective social entrepreneurship behaviors
Hypotheses, questions, and Honors Thesis proposals
December 3 presentations, project deliverables, and evaluation criteria and processes

Assignments
Work on SE project results, SE compelling plan, and SI project assignment

Nov. 19  Social innovation project results and recommendations

Topics
Social innovation project results
Social innovation project recommendations
December 3 presentations

Assignments
Turn in:
   Social innovation project deliverables
Work on SE project results and SE compelling plan

Nov. 21  Social entrepreneurship and me

Topics
Personal social entrepreneurship assessment
Duke aspirations
Personal social entrepreneurship action plan

Assignment
Turn in:
   Short paper: Social Entrepreneurship and Me (one per student)
   Additional assignment to be added
   Course workbook forms and/or class notes posted in Sakai folder for this class
   Work on SE project results, SE compelling plan, and SI project assignment

Nov. 26 & 28  No classes (Thanksgiving break)

Dec. 3  Presentations: compelling plans and social innovation project

Topics
Social entrepreneurship plans
Social innovation projects

Assignments
Prepare compelling plan presentations (one per team)
Contribute to social innovation project presentation preparation

Dec. 5
Final class: course outcomes, enhancements, and evaluation

Topics
Social entrepreneurship and me
Course outcomes and enhancements
The perfect PPS271s student
Sanford School course evaluations

Assignment
Turn in:
Personal social entrepreneurship action plan
Class contribution nominations form
Complete year-end survey (and review results)
Course workbook forms and/or class notes posted in Sakai folder for this class

Dec. 7
(Sunday)
Turn in: Compelling Plan and One Page Memo (one per team)

Dec. 8
(Monday)
Turn in: Project outputs
Project assessment paper (one per team)
Team member assessment form (one per student)
Course workbook forms and/or class notes posted in Sakai folder for this class

Dec. 10
(Wednesday)
Turn in: Reflection paper #4