Social Entrepreneurship in Global Comparative Context

MGMT 3000 (4 Credits / 60 class hours)
Fall 2017
(Taught by local faculty)

International Honors Program:
Social Entrepreneurship:
Innovation, Technology, Design, and Social Change

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Social enterprises are revenue-generating businesses with a twist. Whether operated by a non-profit organization or by a for-profit company, a social enterprise has two goals: to achieve social, cultural, community, economic or environmental outcomes; and, to earn revenue. On the surface, many social enterprises look, feel, and even operate like traditional businesses. But looking more deeply, one discovers the defining characteristics of the social enterprise: a social mission is at the center of business, with income generation playing an important supporting role.

This course highlights innovative approaches and strategies that have evolved to addresses and further global social and economic development. The course introduces students to critically analyze the concept of *social entrepreneurship* and how it is expanding globally across sectors and organizations. Students will examine the ever-changing demands and contexts in a globalizing world and learn to identify and evaluate the elements required to build and operate effective social enterprises. They will be introduced to business strategies and challenges in aiding the socio-economically vulnerable populations in underdeveloped and underserved markets. Aspects of economic development and how it relates to social progress and issues of sustainable development are highlighted. The course also addresses the challenges and opportunities social entrepreneurship offers through partnerships. Students will learn how companies, governments and social entrepreneurs may create new and innovative sustainable business models that provide social value and also generate financial returns to both build and serve new markets at the bottom of the pyramid (BOP).

This is not a course on how to become a social entrepreneur or how to build a social enterprise, although some students may be so inspired as a result. The theory, promise and practice of this emerging and dynamic discipline, as well as its criticisms, will be closely examined and tools to create successful social enterprises will be introduced.

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Focusing on the most pressing social issues for those at the BOP in cities in the US, Uganda, India and Brazil, gives us a context to look at social entrepreneurship as one more approach to addressing complex and systemic problems. Issues and controversy are part of the terrain. The course will also explore the following questions:

- What is the potential of social entrepreneurship as a catalyst for social change?
- What are the barriers, limits and constraints to measuring and achieving its social impact?
- How do we evaluate the role of environmental sustainability, profit maximization and scalability in meeting the needs of the bottom billion?
- Are market-based interventions more effective in reaching vulnerable populations than distribution models of government, aid agencies or NGO's? Should they be a substitute?

Learning Outcomes

The *Social Entrepreneurship in Global Comparative Context* course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- Develop a working knowledge of the implications of local and global poverty-related issues related to social and financial exclusion, health and education, agriculture and food, environmental degradation, in San Francisco, Uganda, India, and Brazil.
- Acquire conceptual fluency with regards to social enterprises/ventures/ businesses, cross-sector partnerships, impact investment, corporate social responsibility, social entrepreneurship, and social intrapreneurship.
- Understand and explain how social entrepreneurs can play a role in creatively addressing poverty-related social issues.
- Develop a working knowledge of sound management practices at tactical and strategic levels in social enterprises and cross-sector partnerships.
- Develop language to communicate the multi-disciplinary nature of the core issues surrounding social entrepreneurship.

Methodology

This course is organized into one introductory session in San Francisco, USA, and nine other sessions in three Country Modules taught in Uganda, India and Brazil. Each Module consists of 3 sessions and you will have Local Faculty members responsible for teaching that segment of the course. The Local Faculty members have unique backgrounds in the scholarship and practice of social entrepreneurship in their locales. Local Faculty and the Program Director, together identify and choose readings for their class sessions, give lectures and facilitate activities according to the theme of each session, and grade assignments due before the end of the specific country program. The course is augmented by additional guest lectures, site visits, and field activities and is thereby wed to the experiential pedagogy of the program.

Readings

Students are expected to complete all readings specified in the course schedule before arriving to class. ***NOTE**: An updated reading list will be distributed as you arrive in each country.

Pre-Departure Reading

Dees, J.G. (2007). Taking Social Entrepreneurship Seriously. *Transaction, Social Science and Modern*

Society, 44, 3, p. 24-31.

Course Schedule

Students will be informed of the corresponding dates of class sessions in the specific country Program Calendars.

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San Francisco, UNITED STATES
Taught by: Katy de la Garza

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SESSION 1: Introduction to Social Entrepreneurship

Students will learn about the rise of social entrepreneurship (SE). Particularly over the past twenty years, entrepreneurs have been developing innovative business models that blend business and a social mission to address long-term social and environmental needs. Social entrepreneurs are incubating groundbreaking innovative models including new synergistic partnerships with governments, companies, traditional non-profits and foundations and building businesses incorporating technology to create new solutions and opportunities for clients and investors alike.

The definitions of social entrepreneurship will also be explored and concepts and "buzz words" such as social enterprise, social business, social innovation, social intrapreneur, impact investment, amongst others, will be introduced so that students begin to develop their own working definitions.

In the classroom and during site visits, students will be presented the SE ecosystem in the Bay Area and an overview of the challenges of structuring, funding, scaling and evaluating social ventures. The intricacies of remaining mission-driven, managing and sustaining growth, measuring impact and leveraging cross sector partnerships and resources will also be discussed as the stage is set for critically examining the social enterprise movement in the United States as well as exploring this topic and growing phenomenon across cultures and continents.

Readings:

   Required Readings:

Dacin, M.T., Dacin, P.A. & Tracey, P. (2011). Social Entrepreneurship: A Critique and Future Directions. *Organization Science, 22, 5, pp. 1203-1213*. **Access here:** *http://www.academia.edu/2835029/Social_entrepreneurship_A_critique_and_future_directions*

Dees, Gregory G. (1998). The Meaning of Social Entrepreneurship. Duke University Press. **Access here:** https://entrepreneurship.duke.edu/news-item/the-meaning-of-social-entrepreneurship/

Dees, J.G. (2007). Taking Social Entrepreneurship Seriously. *Transaction, Social Science and Modern Society*, 44, 3, p. 24-31. **(Assigned as a Pre – departure reading)**

Osberg, S. and Martin, R. (2007). Social Entrepreneurship: The Case for Definition. Stanford Social Innovation Review pgs. 28-39. **Access here:** *http://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition*

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Suggested Readings:

The Challenges of Social entrepreneurship (Google):
http://www.inc.com/resources/leadership/articles/20080401/dschmidt.html

Grayson, David, McLaren, Melody, Spitzeck, Heiko. "Social Intrapreneurs-An Extra Force for Sustainability", pp. 3-17. **Access here:**
http://www.som.cranfield.ac.uk/som/dinamiccontent/media/social%20intrapreneurs%20occasional%20paper.pdf

"Social Capitalists" in Fast Company Magazine, by Cheryl Dahle:
http://www.fastcompany.com/47992/social-capitalists

Sahlman, W.A. (1997). How to Write a Great Business Plan. Harvard Business Review. Access here:
http://gsl.mit.edu/media/programs/india-bms-summer-2013/materials/how-to-write-a-great-business-plan.pdf

"Impact Investing: Bold Models to Drive Development at Scale," Rockefeller Foundation. **Access here**:
http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/publications/beyond_profit_impact%20investing.pdf

"The Definitive Guide to Scaling Social Enterprise." Campo.
http://mariaocampo.wordpress.com/2012/05/04/the-definitive-guide-to-scaling-socialenterprise/

"Startups: What is Involved in Scaling?" http://www.quora.com/Startups/What-isinvolved-in-a-startup-scaling

Kampala, UGANDA
Local Faculty: Daniel Bukenya Yiga

SUMMARY
Sessions in Uganda

Session	Lecture Topic	Key Concepts or Topics
SE 2	The Journey of Social Entrepreneurship in East Africa	Social impact (design, maximization, measurement), theory of change in social business development, social mission & vision, development objective, intermediate results, processes.
SE 3	Social Business Investment Landscape in East Africa	Sourcing of Social Business for Investment, Acceleration, investor readiness (DDI & investment process), Investment structure, Raising Capital. How capital is raised for Social Businesses in East Africa

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SE 4	Social Business Management	Social business vs. commercial business (impact vs profit), impact investment.

SESSION 2: The Journey of Social Entrepreneurship in East Africa

This class will provide students with an overview of the East African Community's economy (With a focus on the major states) highlighting social problems arising from public and private sector failures. We will analyze how these failures have presented social business opportunities for some entrepreneurs. A set of five compelling Social Businesses (three from Uganda and one from Kenya and Tanzania) that have risen to solve diverse social problems will be shared. With these examples, the class will analyze social impact and theory of change in social business development and students will dig deeper into the complexity of these processes and results.

Social problems in Uganda and Greater East Africa are related to poor health, education, unemployment, water and sanitation, energy insecurity, amongst others. In order to make "solution delivery by social business" vivid, students will learn from examples of social businesses such as Impact Water Uganda (Water and Sanitation), Golden Bees limited (Apiary), Green Bio and Energy (Renewable Energy), Sun transfer –Kenya Limited (Renewable energy), and Women Craft – Tanzania (Livelihoods) , and Afripads (Health)

Required Readings:

Sserwanga, A., Kiconco, R. & Mindra, R. (2014). Social Entrepreneurship and post conflict recovery in Uganda. *Journal of Enterprising Communities: People and Places in the Global Economy, Vol. 8, Issue 4.*

Casimir, A. & Samuel, E. (2015). Social work and the challenge of Social Entrepreneurship in Africa. *Open Journal of Political Science*, 5, 155-165.

SESSION 3: Social Business Investment Landscape in East Africa

Access to finance is a challenge for all businesses and particularly for those that define themselves as Social Businesses. Some are shackled with the demands of mainstream financial institutions and treated the same as "for profit / for personal benefit businesses". Access to capital markets for social businesses is bleak as there is no alternative counter to address this growing niche in Uganda. The biggest obstacle to scale the social business realm is a lack of effective funding and appropriate deal structuring.

In this session, students will learn about the social business investment landscape in Uganda, Kenya and Tanzania and how to differentiate the funding offered by banks, fund managers and venture capital from the funding offered by social business financiers. Processes and concepts to be explored include: sourcing, acceleration, due diligence, investor readiness & structures,

capital raising and portfolio management.

Required Readings:

Bugg-Levine, A., Kogut, B., & Kulatilaka, N. (2012). A New Approach to Funding Social Enterprises. *Harvard Business Review*.

Tulchin, D. & Yi-Hann Lin, S. (2012). *Capital Sources for Social Enterprises*. (Working Paper #16), Social Enterprise Associates.

SESSION 4: Social Business Management

In East Africa, there are many organizations formed or arrayed to solve social problems. These include community based organizations (CBO's), non-governmental organizations (NGO's), and International Non-Governmental Organizations (INGO's). Social business as a conduit for solving social problems is a new phenomenon in Uganda. There is no legal framework for the existence and operation of "social businesses" in Uganda and much of East Africa. As such they must fit within the existing legal framework of registration while maintaining a distinct identity as social businesses. In this session, we will study the different legal forms available to social businesses and the seven principles of social business (as defined by Nobel Laureate - Prof. Muhammad Yunus) in detail.

We will look at social business models and focus on the impact they set out to achieve while insulating them from mission creep. Examples of models used successfully in the Grameen and Yunus Social Business community will be shared to support the concepts introduced in this session.

Required Readings:

Cheng, P. & Ludlow, J. (2008). The Three Models of Social Enterprises. Charities Aid Foundation, Venturesome.

Heinecke, A., Kloibhofer, M. & Krzeminska, A. (2014). Leadership in Social Enterprise: How to Manage Yourself and the Team. World Economic Forum- Schwab Foundation.

Yunus Social Business © Social Business Model Canvas and the case of Golden Bees.

Recommended Readings:

Teece, D. J. (2010). Business models, business strategy and innovation. *Long Range Planning*, 43, 172-194.

How to Choose Proper Business Model for Social Enterprise (2015). Erasmus + Programme of the European Union.

NEW DELHI, INDIA

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SUMMARY
Sessions in India

Session	Lecture Topic	Key Concepts or Topics
SE 5	Understanding Social Entrepreneurship in the Indian Context	Ecosystem, traits, barriers, enablers
SE 6	How social entrepreneurs create impact and transformation through markets	Impact, models, behavior change.
SE 7	Strategic Planning and Business Plan Development for a Social Enterprise	Strategic plan development

SESSION 5: Understanding social entrepreneurship in the Indian Context

India is the largest and fastest growing hub of social entrepreneurship in the world. The first-ever initiative of social entrepreneurship was launched in India in 1985 by Ashoka: Innovators for the Public. Social entrepreneurs have shaped policies and programs that have been adopted by the Indian government; they have partnered extensively with business to create inclusive India.

This session will provide the context of social entrepreneurship in India. Students will explore its evolution, identify the key traits of Indian social entrepreneurs; learn about the ecosystem and key institutional players and the sectors' key barriers and enablers through analyzing case studies.

Required Readings:

British Council (2016). Social Value Economy. A Survey of the Social Enterprise Landscape in India. Retrieved from:
https://www.britishcouncil.in/sites/default/files/british_council_se_landscape_in_india_-_report.pdf

Suggested Readings:

Intellecap (2013). Pathways to Progress – A Sectoral Study of Indian Social Entrepreneurs

SESSION 6: How social entrepreneurs create impact and transformation through markets

In this session, students will distill how social entrepreneurs define impact. They will analyze diverse models that are disrupting markets to create change. Through case studies and interactions with leading social entrepreneurs, they will list the key strategies through which markets can lead to behaviours and identity change.

Required Readings:

Reports provided on:

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a) Entrepreneurs Associate
b) Enable India
c) Yuva Parivartan
d) Water Health International
e) ZMQ

Suggested Readings:

Impact India (Spring 2017). Stanford Social Innovation Review & The Bridgespan Group. Why Indian Non-Profits are Experts at Scaling Up Retrieved from:
http://stanford.ebookhost.net/ssir/digital/46/ebook/1/download.pdf

SESSION 7: Strategic Planning and business plan development for a social enterprise

How do social enterprises create a successful strategic and business plans? What is different about these plans that include the "social"? In this session students will first learn about the key elements that go into creating a winning strategic plan for social enterprises. Then, through a workshop, students will learn to develop a strategic business plan for a social enterprise of their choice.

Required Readings:

ARUNIM, National Trust, NSDC, EY and Start Up! Economic Enterprise and Empowerment Challenge 2010: Business Plan Development Tool Kit

Suggested Readings:

Wolk, A. & Kreitz, K. (2008). Business Planning for Enduring Social Impact: A Social Entrepreneurial Approach to Solving Social Problems. Retrieved from:
http://socialenterprisefund.ca/uploads/Business%20Planning%20for%20Social%20Impact.pdf

Dudnik, Nina. (October 18, 2010). Social Entrepreneurs' Tricky Issues of Sustainability and Scale. Harvard Business Review. Boston, MA: HBS Publishing. https://hbr.org/2010/10/social-entrepreneurs-tricky-is

SAO PAULO, BRAZIL
Local Faculty: Andreas Ufer

SUMMARY
Sessions in Brazil

Session	Lecture Topic	Key Concepts or Topics
SE 8	Social Entrepreneurship in Brazil	SE ecosystem, actors (incubators, accelerators,

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		foundations, impact investors), social challenges in BZ
SE 9	The Business of Change	Mindset, empathy, characteristics, impact models, revenue models observed in Brazil
SE 10	Business Model Prototyping	Hands on approach to frameworks and tools to plan and model social enterprises

SESSION 8: Social Entrepreneurship in Brazil

Brazilian entrepreneurs leverage their deep intellectual, social, and natural resources to drive greater prosperity and create wealth. A country and culture known for its extraordinary capability to embrace change and uncertainty and while doing so, produce incredible innovation. It is no wonder Brazil is home to the second-greatest number of Ashoka Fellows on the planet (India is first). What is it about Brazilian culture and the country that has created such a fertile ground for social enterprise? Who are these innovators creating social impact on the field? Which organizations support these entrepreneurs? What does the ecosystem look like?

ASSIGNMENT (take home):
Each group member thinks about a problem within their SEN theme which they would like to solve.

Required Readings:

Scharmer, Otto and Kaufer, Katrin Kaufer (2013). Leading from the Emerging Future – Introduction (Page 1 to 26), San Francisco, CA: Berrett-Koehler Publishers, Inc.
http://www.ottoscharmer.com/sites/default/files/e2e_ulab.pdf

Comini, Graziella; Barki, Edgard; de Aguiar, Luciana Trindade (2012). A three-pronged approach to social business: a Brazilian multi-case analysis. São Paulo, Brasil: Revista de Administração - RAUSP, vol. 47, núm. 3, julio-septiembre, 2012, pp. 385-397 Universidade de São Paulo.
http://gvpesquisa.fgv.br/sites/gvpesquisa.fgv.br/files/arquivos/barki_-_a_three-pronged_approach_to_social_business_a.pdf

Mapping the Impact investing Sector in Brazil – Summary of Findings
https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/ImpactInvestingStudy_FINAL_VERSION_ENGLISH.pdf

Optional Readings:
Social Entrepreneurship in Brazil: Surviving a Crisis
http://ssir.org/articles/entry/social_entrepreneurship_in_brazil_surviving_a_crisis?utm_source=Enews&utm_medium=Email&utm_campaign=SSIR_Now&utm_content=Title

MacGuire, Eoghan and Fernandes, Sofia. (2013). Garbage into Gold: Brazil's Catadores Turn Trash into Art. CNN News US Online Edition. http://www.cnn.com/2013/06/12/world/brazil-catadores-trash-treasure/

Walker, Lucy (Director), Jardim, João (Director), Harley, Karen (Director). Almega (Producer), Projects

O2 Films (Producer) 2010. Wasteland. http://www.wastelandmovie.com/index.html

SESSION 9: The Business of Change

Like all business pioneers, social entrepreneurs are absolutely determined to drive change with their innovative ideas. Both aim to disrupt a status quo they see as sub-optimal. We need change-makers; we need their agency -- the creativity, discipline and drive they bring to the challenges confronting humanity and the planet. But what is it more specifically that makes successful Brazilian changemakers so distinctive and disruptive? What does it take to become such a changemaker? What role can and does business play in helping in transforming the way we think about and address some of the greatest challenges facing our world? In this class students will learn about these Brazilian entrepreneurs; what they do, why and how; and the different revenue models they use for social impact.

ASSIGNMENTS:
Choose Group Problem (in class): Each student shares with their group the problem they would like to solve within their theme. As a group, students will decide which of all the posed problems they will like to solve together and move towards "Business Model Prototyping".

Research (take home): In-depth research of the chosen problem using on-line sources, interviews, observations, etc.

Required Readings:

BARKI, Edgard; COMMINI, G.; CUNLIFFE, A.; Hart, S.; RAI, S. Social entrepreneurship and social business: retrospective and prospective research. RAE (Impresso). v. 55, p. 380-384, issn: 00347590, 2015.
http://gvpesquisa.fgv.br/sites/gvpesquisa.fgv.br/files/arquivos/barki_-_social_entrepreneurship_and_social_business_retrospective_and_prospective_research.pdf

Opportunities in Technology for the Base of the Pyramid
https://www.ciaonet.org/attachments/27549/uploads

Optional Readings:
Orsato, Renato J. (2007) Case: Empowering the Bottom of the Pyramid Via Product Stewardship: Tetra Pak Entrepreneurial Networks in Brazil. *INSEAD Social Innovation Centre.* Access here: *http://centres.insead.edu/social-innovation/what-we-do/documents/TetraPak_corrected.pdf*

Letelier, Leonardo. (Winter 2012). Journey into Brazil's Social Sector. Stanford Social Innovation Review. Palo Alto, CA; Stanford University Press. Access here:
http://ssir.org/articles/entry/journey_into_brazils_social_sector

SESSION 10: Business Model Prototyping

As students will have learned in San Francisco, Uganda, India and Brazil, to create a social enterprise has a lot to do with empathy and exploration. An essential aspect of the venture design is diving deep into the problem you expect to solve. Even though this process has a very practical part and a great deal of field

work, there are different approaches and toolsets to help entrepreneurs design, plan and test their enterprises.

This week students will learn about tools that can help them design social enterprises, planning their different dimensions and considering a variety of perspectives. They will be challenged to simulate a business model based on their experience throughout the course and especially from their field work for their thematic case study in Brazil. This exercise will take case studies one step further, and allow participants to think more analytically about customers, beneficiaries, communication channels, internal organization and financial flow of their simulated enterprise.

ASSIGNMENT:
With your case study theme groups, students will have one week to prepare for "pitching" their prototype to the IHP learning community. More detailed instructions will be given during class.

Required Readings:

> Kempner, Randall. (July 28, 2011). Social Entrepreneurship Takes off in Brazil. Stanford Social Innovation Review. Palo Alto, CA: Stanford University Press. Access here:
> https://ssir.org/articles/entry/social_entrepreneurship_takes_off_in_brazil

> Inclusive Markets in Brazil – Challenges and Opportunities for the Business Ecosystem - Page 99 to 121. Access here: http://www.iicpsd.undp.org/content/dam/istanbul/docs/Incluir%20Report.pdf

Optional Readings:

> The Emerging Fourth Sector website. retrieved from: http://www.fourthsector.net/learn/fourth-sector

> Sahlman. How to Write a Great Business Plan. *Harvard Business School Publishing*. Boston, MA: Harvard Business School Publishing. Access here: http://gsl.mit.edu/media/programs/india-bms-summer-2013/materials/how-to-write-a-great-business-plan.pdf

Evaluation and Grading Criteria

The components of student grades for the *Social Entrepreneurship in Global Comparative Context* course are:

ASSIGNMENTS	POINTS
USA Module:	
Pre-Departure assignment	5%
Participation	5%
UGANDA Module:	
Group Presentation	20%
Individual Report	5%
Participation	5%
INDIA Module:	
Group Presentation	20%

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Individual Report	5%	
Participation	5%	
BRAZIL Module:		
Group Presentation	25%	
Participation	5%	
TOTAL:	**100%**	

ASSIGNMENTS

CASE STUDIES ASSIGNMENT

Rationale:
Case studies, are the main assignments for the *Social Entrepreneurship in Global Comparative Context* course. Case study projects will allow students to "learn by doing" and "dig deeper" into the world of social entrepreneurship and better understand the promises and barriers social enterprises hold and experience as they strive to contribute to social change.

The case study assignment also enables students to do research on a Social Entrepreneurship (SE) Program theme in a more comprehensive manner where they can draw from additional resources such as homestay families, observations while on public transportation, interviewing local SIT/IHP staff, etc.

General Objectives:
The following are three the main objectives of the case study assignment:

(1) **SE THEMES**: To explore a SE Program theme (Environment, Social & Financial Inclusion, Education & Health, Food & Agriculture) more in depth in the diverse country contexts.
(2) **THE ENTERPRISE**: To analyze the model of the social enterprise that is addressing an issue within those themes and examine its challenges to sustainability, scalability and social impact.
(3) **THE PROCESS**: To experience a learning process which begins by: framing your SE theme and your questions within it; analyzing the social enterprise chosen and its role in addressing the issue; observing, researching and interviewing other sources and obtaining various perspectives on your research question and the theme being explored.

How it works:
TOPICS: During the program launch in San Francisco, USA, students provide their top-three SE themes of interest and general **research questions** within those guiding themes that they would like to explore.

GROUPS: Case studies will always be carried out in groups that share the same SE guiding theme of interest. The groups and their research theme will remain the same throughout the semester.

COUNTRY-SPECIFIC: Case studies are country- specific, and coordinated by the Country Coordinators, local faculty and program director. You will be informed of the local organizations you will have access to once you arrive in each country. Please keep in mind that case studies are organized somewhat differently in Uganda, India and Brazil due to time restrictions, language, resources, programming, etc. Also, the task that will be given, will vary from country to country. Special instructions will be provided upon arrival.

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RESEARCH QUESTIONS: Each group will come up with a research question in each of the countries where a mini case study assignment is required. The Country Coordinators, Faculty and local staff will help you create this research question and make sure the question:

- Poses a problem
- Isn't too broad or too narrow
- Shapes the problem into a testable hypothesis
- Is researchable within the given time frame, location and available resources.

RESEARCH METHODS: The *Design Thinking and Human Centered Design* and the *Anthropology and Social Change* courses will provide students will several tools and research skills (such as field notes, interviewing, participant observation, etc.) that will help explore the research questions. Students can also draw on other methods and techniques.

THE CASE: With the help of Country Coordinators and Faculty, students will carry-out targeted research visits to social enterprises in Uganda, India and Brazil, that address the SE guiding theme of your group. In addition to having access to discussions with individuals in a social enterprise, each group should draw on the relevant course readings, guest speaker lectures, site visits and additional resources, as they closely analyze their case.

GUIDING QUESTIONS: Student groups develop main research question(s) that they analyze in each mini case study, in each country. They meet, observe and learn from the research visit encounters, program activities and the academic courses. When doing so, students are also expected to perform their research with the following questions in mind related to mission, innovation, sustainability, design, scale and social impact:

- ✓ Who created this social enterprise?
- ✓ What is the mission of the enterprise?
- ✓ What is the desired social impact or change?
- ✓ Why does this country offer a market for it?
- ✓ Who are the main beneficiaries?
- ✓ What is innovative about the social enterprise? What is different about this venture that makes it entrepreneurial?
- ✓ What are the enterprises sources of funding? Does it offer services to gain profits? If so which and how much revenue comes from these?
- ✓ How does the pricing of product/service compare to that back in your home country?
- ✓ How was the first product/service developed and by who?
- ✓ What were the design considerations?
- ✓ What are some of the challenges and constraints the enterprise faces?
- ✓ Is the current model scalable?
- ✓ How is social impact measured or evaluated?
- ✓ How can you find additional information besides that given to you by the organization to have a more comprehensive picture?
- ✓ Is it possible to interview the beneficiaries?

OTHER SOURCES: The social enterprise visit is just one way of getting information to answer your research question. To have a more accurate and comprehensive picture of the issue at stake, the role of the social enterprise within it, and your role as a researcher, students need to draw on additional sources.

You will have access to other sources of research through site visits, rural excursions, guest lecturers, IHP/SIT staff, homestay families, etc. Student groups should also draw on relevant course readings and resources they have learned about in San Francisco, Uganda, India and/or Brazil, as they closely analyze their case.

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GROUP PRESENTATIONS

At the end of every country program, student teams will present their findings to student peers, faculty and local staff (*See Case Study Presentations by Country section below*). While groups have substantial creative freedom to craft their presentations to best fit their projects, all group presentations should address the following broad prompts:

- o **FRAMING**: The audience listening to your presentations do not necessarily know about the theme you are exploring. Consequently, it is important to present, contextualize and justify your choice of social issue or problem, as well as your refined research question to your audience. Helpful questions you might want to address include: What issue are you exploring within the social entrepreneurship theme of your group? Why is it important in this country? What is the social enterprise you are visiting doing about it? How do they contribute to the issue?

- o **BACKGROUND & QUESTIONS**: Provide some background of the researched social enterprise, the theme it addresses and share some of the answers to the guiding questions.
  * SB MODEL CANVAS: Use the <u>social business model canvas</u> to provide an overview of the social enterprise you visited (*available in your DropBox*).
- o **METHODS**: Explain the research methods used. Which methods worked well and which did not? Specify where audio and/ or visual and interactive methods provided insights that might not have otherwise been available.
- o **SOURCES**: Besides the social enterprise you visited, which other sources did you use?
- o **ETHICS**: What ethical issues did you negotiate during the research? How did culture, gender, race and class play into the power dynamics experienced in the field?
- o **FINDINGS:** What did you find? What were the most interesting/exciting findings and insights? What are some of your preliminary conclusions?
- o **LIMITATIONS**: What were the limitations of this research? How could these be addressed?
- o **FUTURE:** What are the future directions of this project? If you were to extend and deepen this research, what would you do, what would you need to make it happen, and how might you do it differently? If you had to start your own enterprise to address the theme you are exploring, what would you do differently?

INDIVIDUAL REPORT

In Uganda and India, students will write a short (1,000 word) report that succinctly summarizes your case study experience and findings. The reports should reference to <u>at least</u> 3 key concepts, theories, themes and/or methods learned in any of the four SEN courses and how they are specifically tied to your case study and SEN theme. Papers should include relevant citations and a complete bibliography, if warranted.
DUE: on the day of the case study presentation.

GRADES: Except in rare cases, the same grade will be given to all members of your case study group for your **case study presentation** (and the work leading up to it), so teamwork is essential! **Written reports**, will be evaluated individually (*See section below on grading*)

CASE STUDIES PRESENTATIONS BY COUNTRY
    *UGANDA***:** Case Study Group Presentation I   (20 minutes, + 10 minutes for Q&A)
    INDIA: Case Study Group Presentation II   (20 minutes, + 10 minutes for Q&A)

Business Model Prototyping Assignment

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ONLY in BRAZIL: Since the first Social Entrepreneurship class in Brazil, students will begin to think about a social problem they are interested in solving within their case study theme. Students will participate in a one-day workshop at Sense Lab. Together with their case study groups, students will experience the design thinking process through activities that will help them frame their group problem (define), propose a solution (ideate), define the business model (prototype) and learn how to pitch their models. Students will have a week to prepare their "business model prototype" pitch and present it to the learning community. More detailed instructions will be provided in class by Andreas (Local Faculty).

Assessment

Case Study Group Presentation

The following criterion and rubric will be used as the base for grading your case study presentation:

Criterion	Standards
Group preparedness	A-Presentation shows very cohesive and comprehensive preparation time; all members exhibit strong certainty in roles. B-Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty. C-Presentation shows limited preparation time, but members comfortable with material. D-Presentation deficient in preparedness, members show uncertainty with some key points. F- Presentation poorly planned, lack of sufficient preparation time very evident.
Organization and methodology	A-Presentation fluidly addresses a number of different topics, while presenting a clear discussion of further paths of inquiry. B- Presentation is organized, but does not address a complete variety of ideas. Key findings are present; conclusions are clear. C- Presentation is somewhat organized, but clear findings are difficult to discern. D- Presentation lacks organization, and does not connect observations to key findings. E- Presentation is disorganized and inhibits an understanding of group's ideas.
Content	A-Content is very clearly presented, reveals important insights and follows assignment prompts. B- Content is analyzed and discussed well, but falls short of using all prompts. C- Content adequately analyzed and discussed, but conclusions and prompts are not present. D- Content insufficiently analyzed, and lack of in-depth analysis is evident. E- Content focus is unclear, and with little or no relevancy to the study theme.
Clarity of presentation	A-Presentation is engaging and creative. Presentation effectively communicates major key points. Teamwork is evident. B- Presentation is effective at communication of key ideas, but lacks some creativity. C- Presentation is somewhat effective at communication of key ideas, but is not organized or clear. D- Presentation is not effective at communication of key ideas, but has some elements of creativity. F- Presentation is poorly designed, and does not effectively present ideas.
Time usage	A-Presentation succeeds in covering all relevant issues within, or very closely approximating, allotted time period. B- Presentation covered all relative material, but allotted time was exceeded to a minor but significant degree. C- Presentation needed to be markedly hurried in order to stay within a reasonable range of the

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	time allotted, and concluded irregularly.
	D-Presentation time insufficient for adequate coverage of all relevant material.
	F- Presentation ran significantly over time or under time allotted, and either way was insufficient for adequately covering material.

Note on Group Grades: Grades for case studies will largely be given as group grades. However, your country coordinator, and case study facilitators will be actively checking in on group dynamics and participation to ensure that all members are participating and contributing equally to a great research experience. In select cases where faculty and staff deem appropriate, an individual grade may be given in the place of a group grade.

Individual Case Study Written Reports

The following criteria and rubric will be used as the base for grading your written report:

Criterion	Standards
Responsiveness to prompts	A – Very effectively summarizes case study and findings. B – Clearly summarizes case study, but may respond to some aspects more comprehensively or effectively than others. C – Adequately summarizes case study, but includes slight relevant and pertinent aspects. D – Indicates confusion about what was learned in the case study and overall assignment, or significantly neglects important aspects. F – Suggests an inability to summarize case study, or to respond meaningfully to prompts.
Organization and clarity of expression	A – Very coherently organized, with ideas/statements consistently supported by strong reasons or examples. B – Well organized and developed, with frequent examples. C – Adequately organized and developed; generally supports ideas/statements with appropriate reasons or examples. D – Poorly organized and/or undeveloped; lacks support from data and/or experience. F – Undeveloped; provides little or no relevant support or rationale.
References	A – Thoughtfully and analytically incorporates all references requested in prompt. B – Incorporates all references and provides sufficient analysis. C – Partially includes references and provides very general analysis. D – Partially includes references and doesn't demonstrate sufficient analysis. F – Does not include any references in prompt; provides no analysis.

Business Model Prototyping Group Presentation

The following criterion and rubric will be used as the base for grading your business model prototyping presentation worth 25%:

Criterion	Standards
Problem definition and research (5%)	A- The problem is well defined and extensively supported by information and data collected online and/or through interviews and field trips. B- The problem is well defined and supported by some basic research. C- The problem is well defined, but poorly supported by research. D- The selected focus of the project has a clear potential to create positive impact, but the group failed to frame the problem adequately. F- It is unclear if the project is addressing or has the potential to address any social or environmental issue.

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Business model consistency (5%)	A- The business model is well defined in all its dimensions (focus, relationship, organization and financial flow) and its consistency is evident. B- All the business dimensions are well addressed, albeit there is limited uncertainty about its consistency. C- General business model is clear, but the project is not detailed in all its business dimensions. D- There is some clarity about the general business model, but the value proposition and customers were not framed adequately. F- It is unclear what the commercial service or product is. The customer is not defined.
Impact model consistency (5%)	A- The impact model is clear and consistent and the group presented coherent evidence and/or a consistent theoretical framework of how the impact model can contribute to significantly solve the social problem. B- The general impact model is clear and the logic model of how impact will be generated seems consistent. C- General impact model is clear, but there are some evident flaws in the logic model of how the social benefit shall be achieved. D- There is some clarity about the general impact model, but the social value proposition and beneficiary are not framed adequately. F- It is unclear what impact the project is supposed to create. The beneficiary or impact focus is not defined.
Adherence to reality / Model validation (5%)	A- The model is based on robust information and data, including external views and opinions collected during field trips and/or interviews. The final model was refined by third party feedback. B- The model is based on robust information and data, including external views and opinions collected during field trips and/or interviews. The final model was not validated through third party feedback. C- The model is based on some information and data, including a few insights collected with field work. D- The model is based on very limited and uncertain information and demonstrates very little support in the observed reality. F- There is no evidence that the model is based on real information and insights or was discussed in any form with external sources.
Presentation (5%)	A- Presentation shows very cohesive and comprehensive preparation time; all members exhibit strong certainty in roles. B- Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty. C- Presentation shows limited preparation time, but members comfortable with material. D- Presentation deficient in preparedness, members show uncertainty with some key points. F- Presentation poorly planned, lack of sufficient preparation time very evident.

GRADING SCALE:

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

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Explanation: An "A" represents truly outstanding work that exemplifies through analysis, superior insights and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis and an organized presentation. A "C" represents adequate work that meets basic requirements but does not demonstrate distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

Papers/reports/presentations without thematic ideas or arguments- those that lapse into mere narration or description, or whose arguments are buried within the text- will be graded with low level of organization.

Expectations and Policies

Participation: IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow.

Class Preparation: Show up prepared and have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone. This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Meeting deadlines: All assignments have to be turned in on the date indicated on the specific country module schedule. Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner. In keeping with IHP policy, late papers will drop one point per day, unless other arrangements have been made in advance. Course assignments are due at the beginning of the day.

Technology in the classroom: Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students, faculty, and visitors are expected to *keep cell phones, laptop computers, and other devices out of sight, sound, and mind* during class sessions – except under extenuating circumstances that have been discussed in advance with the faculty member.

Academic Integrity: Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures,

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illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

Respect differences of opinion: (classmates', lecturers, local constituents engaged with on the visits) You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.