Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM 5910-Special Topic: Social Entrepreneurship
Academic Year: 2013 **Semester/Quad:** Fall Quad B
Credit Hours: 2 **Prerequisites:** None

Instructor: Michele Klich Wayte, PhD
Professor of Marketing
See Instructor Bio on page 10.

Phone: (Office) 773.244.4578 (Cell) 503.537.8953
Email: mkwayte@northpark.edu
Email and cell phone are my preferred contact methods.

Availability:

I will monitor the online course daily during the week and comment in discussion forums as necessary.

My on-campus office hours are Tuesday & Thursday 9:55-11:40am. My office is on the second floor of the SBNM Building on Spaulding across from Magnuson. Please contact me to arrange an appointment on campus.

Course Description:

This course examines the theory and practice of the groundbreaking field of social entrepreneurship. Social entrepreneurs are similar to other business entrepreneurs but face a unique set of challenges and opportunities in financial, marketing, operational, and management areas while building organizations to solve social, economic and environmental problems. The strategies, processes, business models, impact and growth of social enterprises will be discussed.

This course is conducted using North Park's online learning management system, Moodle. It will be available to you via the Internet any time of the day, any day of the week. Please remember to use Firefox as your browser to avoid unnecessary problems users experience in Internet Explorer.

Introductory Comments:

This is the first time I am teaching Social Entrepreneurship online. Last fall I taught the course face-to-face. I hope the class will be as exciting as the on-ground experience. Please be sure to contact me at any time if you have questions or need assistance.

Course Materials:

REQUIRED

Bornstein, David, How to Change the World: Social Entrepreneurs and the Power of New Ideas. Updated version. New York: Oxford University Press, 2007. ISBN 978-0195334760

Additional materials—articles, websites, videos and PowerPoints--can be found on the Moodle course site.

OPTIONAL

Dees, J. Gregory, Emerson, Jed, and Economy, Peter, Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit. New York: Wiley, 2002. ISBN 978-0471150688

This text is not required. PowerPoints based on this text are posted on Moodle and provide excellent background material for readings and assignments.

Essential IDEA Objectives:

IDEA Objectives

Individual Development and Education Assessment. The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate it," noted the IDEA Center (2009) when discussing its rating system.

•Comprehend fundamental principles, generalizations, or theories.
•Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
•Express yourself orally or in writing.

Specific Course Objectives:

Upon successful completion of SBNM 5910, you will be able to:

•Define social entrepreneurship and identify current issues, key challenges and opportunities, and future directions in the field.
•Describe the critical success factors in designing, starting up, and sustaining a social enterprise.
•Evaluate the different business models of social ventures, listing the strengths and weaknesses of each model.
•Analyze the process of developing an effective system of measuring enterprise performance; design an efficient method of demonstrating social value.
•Identify the major strategies for growing and scaling up enterprises to increase social impact.

For specific weekly/module objectives, please see Schedule of Weekly Assignments.

Course Methodology:

Please be sure to participate thoroughly in each module. Your success depends greatly on the effort you put forth.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Current-Students/Computer-Services/Network/Minimum-Requirements.aspx for information on computer requirements.

Technical Skills Required:

This course requires the use of Microsoft Office Suite-specifically Word and PowerPoint.

Schedule of Weekly Assignments:

Week	Dates	Topic/Weekly Module Objectives	Assignments
1	10/21–10/27	**Introduction to the Field** •Define social entrepreneurship and discuss major traits of social entrepreneurs. •Identify key players and discuss the challenges and opportunities in the field. •Assess the global growth of the field in the past decade, from both a practical and academic perspective.	• Bornstein, Chapters 1, 5, 6, & 18 • Introduction to SE PowerPoint • Muhammad Yunus Video • Introductions Forum • Introduction to the Field Forum
2	10/28 –11/3	**Critical Success Factors** •Explain the importance of developing a distinct strategic mission based on a critical analysis of the environment. •Identify and apply best practices to optimize the roles of key constituents in starting up and sustaining a social venture.	• Strategic Tools, Chapters 1, 2, 3, 5, 6, & 7 • "Eliminating Cataract Blindness" • Aravind Eye Care System Video • Aravind-Case Analysis #1 • Discussion Forum • Form teams for SE PowerPoint via email
3	11/4– 11/10	**Theory of Change (TOC)** •Articulate the theory of change (TOC) and explain how scientists conceptualize social change. •Identify how the theory of change (TOC) is used to design the operations of a social enterprise.	• Bornstein, Chapter 4 • "Worth a Thousand Words" • GSVC, SIA Guidance & Examples • Florence Nightingale-Case Analysis #2 • Discussion Forum
4	11/11–11/17	**Business Models and Sustainability** •Describe the three major business models of social enterprise and explain how each model can sustain an enterprise. •Articulate the risks and opportunities of each business model and assess the model's influence on the social enterprise.	• "For Love or Lucre" • "Tri-Value Organization" • "In Search of a Hybrid Ideal" • Discussion Forum • Team Forum
5	11/18–11/24	**Defining/Measuring/Communicating Soc. Value** •Describe the critical steps in defining social value and developing an effective system to measure social impact. •Analyze the process of gathering, analyzing, interpreting and communicating social value to key constituents. •Design an efficient method of demonstrating triple-bottom performance	• Strategic Tools, Chapters 8 & 9 • Demonstrating Value sites • "Effect of Microcredit on Poverty" • Discussion Forum • Team Forum
6	12/2–12/8	**Growth Strategies: Scaling Up, Scaling Deep** •Articulate the risks and opportunities of growing a social enterprise. •Describe the major strategies, tools and tactics to grow, scale and increase social impact.	• Strategic Tools, Chapters 10 & 12 • "Collective Impact" • ChildFinance-Case Analysis #3 Questions 1, 2, & 8 (at end of case) • Discussion Forum • Team Forum

7	12/9–12/13	**Profiling a Social Enterprise and Assessing Future Directions in the Field** •Analyze the mission, business model, current challenges and opportunities, social impact, and future directions of a social enterprise. •Assess personal interest in SE and discuss possible directions in the field.	• Social Enterprise Team PowerPoint • Discussion Forum

Grading / Grade Mapping

Assignment/Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total Points	Grade %
Discussion Forum	24	24	24	24	24	24	24	**168**	42%
Case Analysis #1			40					**40**	10%
Case Analysis #2				40				**40**	10%
Case Analysis #3						40		**40**	10%
Team Forum				24	24	24		**72**	18%
Team SE PowerPoint							40	**40**	10%
Weekly Total Points	24	24	64	88	48	88	64		
Cumulative Points		48	112	200	248	336	400	**400**	100%

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	*Not used at graduate level*	
380-400	A (95-100%)	320-346	B- (80-82%)	X	D+ (67-70%)
360-379	A- (90-94%)	308-319	C+ (77-79%)	X	D (63-66%)
348-359	B+ (87-89%)	292-307	C (73-76%)	X	D- (60-63%)
332-347	B (83-86%)	280-291	C- (70-72%)	X	F (<60%)

Student Responsibilities:

1. Complete all assigned readings. You cannot successfully complete this course without completing the weekly readings assignments.
2. Actively participate in the discussion forums. Adhere to requested timelines to enable full engagement of all students in the course.
3. Use proper "netiquette" (see A Guide to Netiquette in Moodle Course Room Information folder).
4. Complete and submit all assignments on time. No late assignments will be accepted (except for "emergency" situations as defined by the instructor).
5. Follow directions for written assignments and forums and review the grading rubrics to ensure full credit.

Instructor Responsibilities:

1. Provide updated information on relevant resources for the various topics of interest.
2. Read and critically assess students' assignments and provide feedback within 7 days of receipt.
3. Respond to forum questions within 24 hours during the week (and within 48 hours if posted on weekends).
4. Facilitate a participant-centered discussion forum experience, which focuses on student learning.
5. Respond to all student e-mails and phone calls within 48 hours of receipt (target is 24 hours).

Assignment Specifications

Online Forums – Weekly and Team Discussion Forums

1. Questions for Weekly Discussion Forums will be posted by the instructor. Discussion Forums will open on Monday morning and student initial responses are to be posted by Thursday of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible (e.g., by Wednesday evening) in order to provide meaningful and substantive discussion comments. In addition to the initial response, each student is required to engage in interactive dialog by responding to at least 2 posts from other students. Forums will close at 11:59 pm Sunday night.

Please note that forum participants will be unable to see posts from others until after they have posted their initial response to the question. This helps to ensure that everyone's initial posting reflects original thinking. Posted comments and responses should be thorough and thoughtful, BUT CONCISE. Just 0osting an "I agree/disagree" or an "I have the same opinion" in response to the question posed or to someone else's comment is not considered to be an adequate response. Likewise, posting a lengthy rambling comment is strongly discouraged.

2. Questions for Team Discussion Forums will be posted by the instructor. On Weeks 4, 5, & 6, Team Forums will open on Monday morning and team member's initial responses are to be posted by Thursday of those weeks. In addition to the initial response, each student is required to engage in interactive dialog by responding to at least 2 posts from other team members. Forums will close at midnight Sunday night.

This forum is intended to support your team project—a PowerPoint profiling a social enterprise and its founder. By responding to and discussing the questions in teams you will be working through the material that your team will present in a final PowerPoint project. In effect, your participation in the Team Discussion Forum is a team participation grade. For more information about the team project, please see the Team PowerPoint Assignment on page 8.

Your participation in the Weekly / Team Discussion Forums will be graded according to the following criteria:

	4 pts	3 pts	2 or less pts
Timeliness	The initial post created by Thursday, allowing time for others to respond.	The initial post created on Friday.	Initial post not created or created after Friday of the week.
Initial Response	Provides a thorough and insightful response to the prompt question(s).	Post partially answers the prompt question(s).	Does not address the prompt question(s).
Integration of Content (Initial & Reply Responses)	Reinforces course material or challenges interpretation of material, and does so in a concise manner. Any references to external sources provide references (URL link or page number in text) so others can follow the thought process.	Refers to lesson content but not integrated effectively.	Does not refer to key points with no evidence participant understands the key points. Or, is excessively long.
Reply Responses	Responds to the ideas presented in the original post and 3 or more reply responses posted.	Response are loosely related to the ideas of the original post, and/or only 2 reply responses posted	Responses do not relate to the original post, and/or less than 2 reply responses posted
Constructive Comments (Reply Responses)	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Response is one or none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors.

Adapted from Acles, K., *SBNM 4550 Course Grading Rubric*, Spring 2012.

Case Analysis Assignments

The business cases are based on actual real-world situations--past and present. The Florence Nightingale case focuses on the founder of modern nursing during the Crimean War and the Aravind Eye Care System and ChildFinance International cases are based on the work of contemporary social entrepreneurs.

Case materials are sourced from the Bornstein text, journal articles, and videos. The instructor will supply a list of questions pertaining to each case. Students must submit a written case analysis, per the schedule of assignments given earlier.

Your case analysis is due by the end of the week (Sunday by 11:59pm) in which the assignment is listed. Any assignments due must be uploaded into Moodle by the ending date for that week.

Your paper should provide critical analysis of the case and your answers to the associated list of questions must be incorporated into this analysis. Case analyses must follow APA guidelines and **should generally be about 4 pages double spaced, but absolutely no more than 5 pages.**

General guidelines for conducting a case analysis:

• Initially read through the entire case, focusing on understanding the business situation more so than the minute details.
• Read the assigned questions carefully. These questions are your guide to the essential elements of the case. Think about the specific topics being addressed in the course and reflect on how these questions tie into the course content and discussion topics.
• Re-read the case, noting various details (e.g., taking notes, highlighting text, etc.) and reflect on the situation, immediate challenge and potential solutions. Also reflect on your answers to the assigned questions
• Assume that the reader has read the case, summarize key points as you explain your rationale, citing references using APA format.

Your Case Analysis will be graded according to the following criteria:

	8 pts	7 pts	6 pts	5 or less pts
Content	Effectively references course content and properly applies principles to real-world situation outlined in case. Length of paper is within the stated limit (approx. 4 pages).	References course content but application of principles is only partially appropriate for the particular case situation.	References course content but principles not correctly applied, or unfitting to case situation.	Does not refer to course content. Little or no application of course principles. Paper is not the proper limit.
Case Questions	Fully addresses all posed case questions. Provides a thorough and insightful response to the questions.	Addresses all posed case questions. Responses adequate but not exhaustive.	Addresses some but not all of the posed case questions. Responses less than adequate.	Does not address the posed case questions
Overall Analysis	Thorough and concrete analysis, going beyond posed case questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate.	Writing is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	Writing is poor, unclear, disorganized or contains significant grammatical errors.
APA Format	Follows APA format	Follows APA format with some errors	Partially follows APA format	Does not follow APA format

Adapted from Acles, K., *SBNM 4550 Course Grading Rubric*, Spring 2012.

Team Social Enterprise PowerPoint Assignment

By Week 2, after reviewing Chapters 3, 7, 9, 11, 13, 17, & 19 in the Bornstein text, please email me regarding your interest in profiling one of these social enterprises / entrepreneurs for the Team PowerPoint assignment. You can also choose another social enterprise through additional research materials such as Beverly Schwartz' Rippling. Please indicate your *first, second and third choice* so I can assign you to teams based on your interest. Teams (of no more than three members) will work through the discussion questions in the Team Forums (Weeks 4, 5 and 6) and complete a final PowerPoint profiling a social enterprise based on the Bornstein text and/or further research. The PowerPoint will consist of 15-20 slides that answer the questions in the Team Forum. It should address/include the following issues and sections:

Background/"The Story" of the Founder-(Pain + Empowerment)
Theory of Change-The "Big Idea"
Starting Up-Risks and Opportunities
Sustainability: The Business Model
Demonstration of Social Value
Growth Strategies: Scaling Up, Scaling Deep/Collective Impact
Update
References

Your Team SE PowerPoint is due by email Tuesday December 10 at 11:59 pm. I will then post the PowerPoints on Moodle so **you can review them and post / reply on the Discussion Forum by Friday December 13 at 11:59 pm.**

Your Team SE PowerPoint Assignment will be graded on the following criteria:

	10 pts	9 pts	8 pts	7 or less pts
Content	Effectively references course content and properly applies principles to real-world situation. Conforms to suggested length.	References course content but application of principles is only partially appropriate for the particular situation.	References course content but principles not correctly applied, or unfitting to situation.	Does not refer to course content. Little or no application of course principles. Does not conform to suggested length.
Response to Questions	Fully addresses all posed issues. Provides a thorough and insightful response to the issues.	Addresses all posed issues. Responses adequate but not exhaustive.	Addresses some but not all of the posed issues. Responses less than adequate.	Does not address the posed issues.
Overall Analysis	Thorough and concrete analysis, going beyond posed questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Quality of PowerPoint/Presentation	Organized, concise, grammatically correct, clearly written in understandable language.	PowerPoint is adequate.	PowerPoint is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	PowerPoint is poor, unclear, disorganized/ contains significant grammatical errors.

Adapted from Acles, K., *SBNM 4550 Course Grading Rubric*, Spring 2012.

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.
For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty can drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

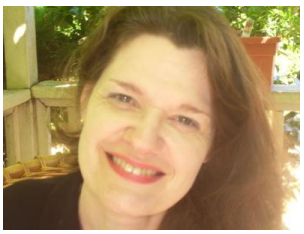
Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada

SUPPORT SERVICES

Please see the Course Information button in your course in Moodle for the Student Support document if you need assistance during your course.

Instructor Bio



Michele Klich Wayte, PhD joined the SBNM faculty at NPU in 2011 as a Professor of Marketing. Born and raised in nearby Gary, Indiana, she relocated back to the Midwest in August 2010 after 20 years on the West Coast and abroad.

With over 10 years in academia, Dr. Wayte has been a marketing professor at Concordia University-Portland, California State University at Fullerton, and University of Guam. She has taught principles of marketing, consumer behavior, advertising, personal selling, global marketing, research and analytics, as well as psychology and communication courses. She also taught graduate marketing courses in Hangzhou, China and has conducted seminars, presented conference papers and published articles on transformational leadership, social innovation, and global education.

She has served as both a research director and senior analyst for global marketing research firms in Chicago, Phoenix, Los Angeles and Portland, OR. As a market researcher, she has designed and managed large-scale research projects for a number of Fortune 500 companies including Procter & Gamble, IBM, Colgate-Palmolive, SC Johnson, and Anheuser-Busch. For Hormel International Foods, she and her AMA-UOG students on Guam completed the all-island SPAM study.

Entrepreneurship and small business development have long been research interests. On Guam, she was an advisor to Citibank's Women in Business (WIB) group and a contributing editor for Business Success magazine which profiled small business owners in Asia Pacific. She examined the psychological development of Portland-area social change leaders in Social Entrepreneurs: Profiles in Faith, Courage and Risk-Taking and has served as a judge for several social enterprise competitions including the Seattle Pacific University (SPU) Social Venture Competition. In 2012, she presented on the accountability of social enterprises at the IACBE conference in Kansas City, MO and at the NPU Social Justice and Reload Conference in Chicago. At the April 2013 IACBE conference in Orlando, she discussed developing cross-cultural, "borderless classroom" projects to teach globalization. Then at the May 2013 AMA-UOG "Living Social" conference on Guam, she delivered the keynote address on the rise of social entrepreneurship and the emerging fourth sector of business.

Dr. Wayte received her PhD in Communication from Purdue University, specializing in marketing and media studies. Her dissertation was the first comprehensive study of the Hispanic market in the United States. She also holds a master's degree in Clinical Psychology from DePaul University and was formerly a professor of psychology and a marriage and family therapist.

She lives with her husband, Kevin, a retired USAF officer turned retail manager and distributor, teenage daughter Cher, and a Norwegian Forest cat named Caramel. She has traveled extensively in Europe and parts of Asia and Australia and speaks fluent French and Spanish.