**BA in Management Program   
 Spring 2020/2021**

**MGMT412 – Social Innovation and Entrepreneurship**

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**Office Hours:** By appointment

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Class | 08:40 pm - 11:30 AM | W | Online\* |

\*The link for the Zoom meeting will be e-mailed to registered students before class.

**Course Objective:**

Social innovation and entrepreneurship provide new opportunities to overcome complex social and environmental problems. Social entrepreneurs use the principles of entrepreneurship to create and deliver social value that helps solve local, national or global challenges. The study of social entrepreneurship integrates knowledge from multiple disciplines such as entrepreneurship, innovation, management, and sociology. This course introduces students to the fields of social innovation and entrepreneurship and aims to empower them to create positive social and environmental change by providing necessary knowledge, skills, and abilities.

**Learning Outcomes:**

1. Describe basic concepts such as social innovation, social entrepreneurship, social value, social impact, and social finance.
2. Use analytical tools to have a deeper understanding of social problems.
3. Assess promising ideas that can turn social problems into opportunities.
4. Classify operating models and resource strategies for social ventures.
5. Effectively communicate an idea on solving social and environmental problems.
6. Discuss the role of social innovation and entrepreneurship in solving complex social and environmental problems.

Upon successful completion of the course, the student should be able to:

**1.** Analyze a social problem and differentiate between promising and non-promising ideas to solve the problem.

**2.** Assess the theory of change and business model of a social venture.

**3.** Develop a framework to measure the impact of social projects, programs, and ventures.

**4.** Prepare a social business plan.

**5.** Develop an impact scaling strategy for a social innovation or venture.

**Course Material:**

See below the required and optional readings lists for each week including the cases to be discussed in the class. I expect you to at least skim through the required readings before the class. Coming to class having fully read the cases is particularly important.

**Week 1:** Introduction and overview (Feb 24)

Required Reading:

* Dees, J. G., (2001). The Meaning of ‘Social Entrepreneurship’. The Center for the Advancement of Social Entrepreneurship, Duke University.
* Phills Jr., J.A., Deiglmeier, K., Miller, D.T. (2008). Rediscovering Social Innovation. Stanford Social Innovation Review, 6 (34).

**Week 2:** Process of social entrepreneurship (Mar 3)

Required Reading:

* Guclu, A., Dees, J. G., & Anderson, B. B. (2002). The process of social entrepreneurship: Creating opportunities worthy of serious pursuit*. CASE* Center for the Advancement of Social Entrepreneurship, 1-15.

**Week 3:** Social problem analysis (Mar 10)

Required Reading:

* Murray, R & Caulier-Grice, J & Mulgan, G. (2010). The Open Book of Social Innovation: Ways to Design, Develop and Grow Social Innovations. The Young Foundation & NESTA. Chp 1, pp:14-29
* Shrestha & Appanah (2008). Innovative Problem-Solving Guide, ysei.org. pp: 9-50.

Optional Reading:

* UNDP Sustainable Development Goals Booklet

http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\_Booklet\_Web\_En.pdf

**Week 4:** Idea generation, opportunity creation (Mar 17)

Required Reading:

* Murray, R & Caulier-Grice, J & Mulgan, Geoff, (2010). The Open Book of Social Innovation: Ways to Design, Develop and Grow Social Innovations. The Young Foundation & NESTA. Chp 2, pp:30-49
* Shrestha & Appanah, (2008). Innovative Problem-Solving Guide, ysei.org. pp: 51-59
* **Case:** [Zenios](https://www.gsb.stanford.edu/faculty-research/faculty/stefanos-zenios), E., Denend, L., Sheen, E. (2012). K*ickstart I, Delivering Enduring Solutions,* Stanford Graduate School of Business*,* Global Health Innovation Insights*.*

Optional Reading:

* Voelcker, J. (2006), Creating Social Change 10 Innovative Technologies, Stanford Social Innovation Review, Summer 2006
* Both, T. (2018). Human-Centered, Systems-Minded Design, Stanford Social Innovation Review, March 9, 2018.
* Zichermann, G., Cunningham, C. (2011). Gamification by Design, O’Reilly Media.

**Week 5:** Theory of change, social business model (Mar 24)

Required Reading:

* Harries, E., Hodgson, L. & Noble, J. (2014) Creating Your Theory of Change,   
  NPC’s practical guide. New Philanthropy Capital
* Alter, K. Four Lenses Strategic Framework, Fundamental Models http://www.4lenses.org/book/export/html/102
* Social business model canvas http://www.socialbusinessmodelcanvas.com/

**Week 6:** Measuring impact (Mar 31)

Required Reading:

* Rogers, P. (2014). Overview of Impact Evaluation, Methodological Briefs: Impact Evaluation 1, UNICEF Office of Research, Florence
* Clark, C., Rosenzweig, W., Long, D. & Olsen, S. (2004). double bottom line project report: assessing social impact in double bottom line ventures, Rockefeller Foundation.
* **Case**: Zenios, S., Sheen, E., Denend, L. (2012). K*ickstart IV, Measuring Impact,* Stanford Graduate School of Business*,* Global Health Innovation Insights.

Optional Reading:

* Rogers, P. (2014). Overview: Strategies for Causal Attribution, Methodological Briefs: Impact Evaluation 6, UNICEF Office of Research.
* Peersman, G. (2014). Overview: Data collection and analysis methods in impact evaluation, methodological briefs: impact evaluation 10, UNICEF Office of Research.

**Week 7:** Social business plan (Apr 7)

Required Reading:

* Wolk, A. & Kreits, K. (2008). Business Planning for Enduring Social Impact. Root Cause, Cambridge, MA.
* Fruchterman, J. (2011). For love or lucre, Stanford Social Innovation Review, Spring.

**Week 8:** Communicating your idea (Apr 14)

Required Reading:

* Lipp, C. (2014), How to Nail the Startup Pitch. Pitchpower.org
* The Young Foundation (2013). Top Tips for Social Entrepreneurs: Pitch Perfect.
* Aaker, J., Chang, V. (2009) How to Tell a Story (A), Stanford Graduate School of Business, Case No: M323A
* <https://ecorner.stanford.edu/in-brief/nailing-the-one-minute-pitch/>
* **Case**: Aaker, J., Chang, V. (2010) Kiva and the Power of a Story, Stanford Graduate School of Business, Case No: M325

**Week 9:** Piloting, sustaining (Apr 21)

Required Reading:

* World Health Organization and ExpandNet (2011). Beginning with the end in mind: Planning pilot projects and other programmatic research for successful scaling up.
* Twersky, F., Buchanan, P., & Threlfall, V. (2013). Listening to those who matter the most: Beneficiaries. Stanford Social Innovation Review, (Spring, 2013)
* **Case**: Zenios, S, Denend, L, Sheen, E. (2012). Kickstart III: Marketing hard-to-reach consumers. Stanford Graduate School of Business, Global Health Innovation Insights.
* **Case**: Zenios, S., Denend, L., Sheen, E. (2012). Kickstart II: Overcoming Manufacturing Challenges. Stanford Graduate School of Business, Global Health Innovation Insights.

Optional Reading:

* Flannery, D., and Deiglmeier, K. (1999), ‘Managing the Social Purpose Enterprise’ in *Social Purpose Enterprises and Venture Philanthropy in the New Millennium - Practitioner Perspectives.* Roberts Foundation.

**Week 10:** Scaling impact + The pitch Challenge (Apr 28)

Required Reading:

* Dees, G., Anderson, B., &Wei-Skillern, J. (2002). Pathways to Social Impact: Strategies for Scaling Out Successful Social Innovations, The Center for the Advancement of Social Entrepreneurship, Duke University.
* Kalafatas, J. (2006). Approaches to Scaling Social Impact. The Center for the Advancement of Social Entrepreneurship, Duke University.

Optional Reading:

* Unltd Venture (2008). Social Enterprise Replication Series: Choosing a Social Enterprise Replication Strategy - The Affiliation Model. London, UK: Unltd Ventures.
* Unltd Venture (2008). Social Enterprise Replication Series: Social Entreprise Replication Overview. London, UK: Unltd Ventures.

**Week 11:** Funding/financing (May 5)

Required Reading:

* Kim, P., Perreault, G., & Foster, W. (2011). Finding Your Funding Model, Stanford Social Innovation Review, Fall 2011.
* Achleitner, A. K., Heinecke, A., Noble, A., Schöning, M., & Spiess-Knafl, W. (2011) Social Investment Manual: An Introduction for Social Entrepreneurs. Schwab Foundation

Optional Reading:

* Crowdfunding, Stanford Social Entrepreneurship Hub http://sehub.stanford.edu/crowdfunding

**Week 12:** May 12- HOLIDAY

**Week 13:** May 19- HOLIDAY

**Week 14:** Challenges, critics + Project presentations (May 26)

Required Reading:

* Tracey, P. & Owen, J. (2006). An Enterprising Failure: Why a promising social franchise collapsed, Stanford Social Innovation Review, Spring 2006.
* Papi-Thornton, D. (2016). Tackling Heropreneurship, Stanford Social Innovation Review, Feb 23, 2006.
* **Case**: Flannery, M. (2007). "Kiva and the Birth of Person-to-Person Microfinance,” [Innovations: Technology, Governance, Globalization](https://ideas.repec.org/s/tpr/inntgg.html). 2(1-2): 31-56. MIT Press

**Course Web:**

Required and optional readings will be uploaded to SuCourse+ at the beginning of the semester. Lecture slides will also be uploaded after each class.

Detailed information on your assignments will be announced on SuCourse+ one week before the due date of the homework. The students should upload their homework using SuCourse+. Sabancı University uses a powerful web-based tool called Turnitin. Turnitin is the worldwide standard in online plagiarism prevention. It allows instructors to compare student papers against a database composed of millions of articles. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades.

**Instructional Design:**

The course will be taught with an interactive, experiential and critical approach using a variety of tools and methods. This means we will have guest speakers, case discussions, in-class exercises, experiential learning assignments and a hands-on team project.

Cases :

Kiva and the Birth of Person-to-Person Microfinance

Kiva and the Power of a Story

Kickstart I-II-III-IV

\*Different cases will be assigned to students regarding homework 2&3.

Guest Speakers:

TBA

**Grading**:

|  |  |
| --- | --- |
| Participation  Attendance | : 15%  : 5% |
| Homework | : 20% |
| Team Project | : 30% |
| Final Exam | : 25% |
| Pitch challenge | : 5 (+4% bonus) |

**Requirements:**

**Attendance (%5):** Attendance is taken through Zoom’s meeting reports. If your camera is not open your during the class, and unless you have a real valid excuse for that, your name will be noted by the instructor for erasing from the Zoom’s attendance report. Skipping more than 10 minutes of a class hour results in being counted as absent.

**Participation (%15):** Participation refers to actual contribution to the learning. Inputs to discussions, asking questions, comments, and responses to questions by the instructor, and reactions to your classmates’ arguments are examples to participation. Reading the required material for the week and thinking on the topic before the class are essential for high quality participation. During the online sessions, students can either unmute themselves to talk or write comments/questions in the Zoom chatbox. We will also use online tools such as Tophat and Kahoot for some in-class discussions and the forum at the course’s SuCourse+ page out of class hours.

**Homework assignments (%20):** There will be 4 homework assignments, each having an equal weight %5 on your grade. The topics and due dates are shown at the weekly schedule at the end of this document; detailed guidelines for the completion of the assignments will be announced on SuCourse+. Students should upload their assignments to SuCourse+ before the class of that week as word (docx) files. Late delivery of the homework assignments will only be possible if you have a valid health report.

**Team Project (%30)**: The team project is intended to have you explore a social entrepreneurial opportunity you have identified regarding a social/environmental problem. Teams will include 3-4 people and should be fixed until Week 4. The project outputs are a detailed social business plan (22 pnts) and a project presentation (8 pnts).

Your social business plan will be covering nearly all issues discussed in the classroom during the term. We will have a specific focus on the planning process in one of the weeks and you will be provided with a framework for your project report. The reports should be delivered in word (docx) files using Times New Roman (1.5 space) and should not exceed 30 pages including the references. The due date for submitting your project is the day of your presentation. Any updates or guidelines on the team project will be uploaded to SuCourse.

You will be making 15-minute presentations of your team project on the last week of the course. Your presentation should be uploaded to SuCourse+ with your project report. You are free to use any presentation tool and material. Each team member should have a substantial role in the presentation. Team and individual presentation performances will be evaluated separately; team performance over 5, individual performance over 3 points.

You are required to make an appointment with me to give a brief of your most promising ideas during Week 7. You can also make other appointments with me or the teaching assistant to discuss issues regarding your project.

Peer Evaluation in Teamwork

Students will make an evaluation of the members of their team for their team project. Each student will divide 100 points between the members of her team, including herself. This division should reflect that person’s judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team. In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. The peer evaluation will have a direct impact on your team project grade. To give a simple example, if the group mark is 20 out of 27, and if your peer evaluation indicates that your contribution was %10 less than what was expected, then your team project mark will be %10 less than 20.

**Final exam (%25):** The final exam will cover all course content. The lecture slides are considered part of the course content, including the content in the slides that may be coming from resources other than your required readings. There will be both multiple choice and essay type questions in the exams, some of which will evaluate your critical thinking on the topics as well as your capability to apply them. A make-up for the final exam will only be possible in case of a health emergency. The exam will be recorded with both Google Meet (your face and screen) and Zoom (your view from back corner). Your microphone should be turned on in addition to your cameras during the exam.

**Pitch challenge (%5+%4 bonus):** All students who make a one-minute pitch on Week 10 will get 4-points. The pitches will be done individually, even though they will be about your team projects (It is not one person from the teams; each student from the teams will make a pitch of their whole idea, not dividing parts between team members) Two winners of the challenge will gain an extra 4-point bonus. The winners will be determined by the votes of the students and the instructor. Students cannot vote for themselves. If a student has voted for one of the winners, s/he will get 1 more point.

**Academic Honesty:**

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one’s paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that can result in an F grade and disciplinary action.

**Classroom policies and conduct**

* Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates.
* Make sure you are in a good, quiet working environment and that your cameras and microphones function properly.
* Join the class on time and open your cameras.
* Mute yourself if you are not talking and listen to the person who has the floor.
* Use your technological devices for watching and listening the session and participating to the course during the online sessions, NOT for personal purposes.

**Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week 1** | **Date:** | **Feb.24** |
| Topic: | | Introduction and course overview |
| Requirements: | |  |
| **Week 2** | **Date:** | **Mar.03** |
| Topic: | | Process of social entrepreneurship |
| Requirements: | |  |
| **Week 3** | **Date:** | **Mar.10** |
| Topic: | | Social problem analysis |
| Requirements: | |  |
| **Week 4** | **Date:** | **Mar.17** |
| Topic: | | Idea generation, opportunity creation |
| Requirements: | | Due date for hw1: Problem tree for a social problem |
| **Week 5** | **Date:** | **Mar.24** |
| Topic: | | Theory of change, social business model |
| Requirements: | |  |
| **Week 6** | **Date:** | **Mar.31** |
| Topic: | | Measuring impact |
| Requirements: | | Due date for hw2: Analyzing business model of an SE |
| **Week 7** | **Date:** | **Apr.7** |
| Topic: | | Social business plan |
| Requirements: | | Due date for hw3: Impact measuring framework for an SE |
| **Week 8** | **Date:** | **Apr.14** |
| Topic: | | Communicating your idea |
| Requirements: | |  |
| **Week 9** | **Date:** | **Apr.21** |
| Topic: | | Piloting, sustaining |
| Requirements: | |  |
| **Week 10** | **Date:** | **Apr.28** |
| Topic: | | Scaling impact + the pitch challenge |
| Requirements: | | Come to class having prepared a 1-minute pitch |
| **Week 11** | **Date:** | **May.05** |
| Topic: | | Funding, Financing |
| Requirements: | | Due date for hw4: Scaling strategy for an SE |
| **Week 12** | **Date:** | **May.12- HOLIDAY** |
| Topic: | |  |
| Requirements: | |  |
| **Week 13** | **Date:** | **May.19- HOLIDAY** |
| Topic: | |  |
| Requirements: | |  |
| **Week 14** | **Date:** | **May.26** |
| Topic: | | Challenges, critics + Project presentations |
| Requirements: | | Delivering and presenting your team project |