

**Integrated Business & Humanities 3BA3
Understanding Entrepreneurship & Social Entrepreneurship
Fall 2023 Course Outline**

**HR & Management
DeGroot School of Business
McMaster University**

INSTRUCTOR AND CONTACT INFORMATION

Mon 11:30 – 2:30
Dr. Trish Ruebottom
Instructor
ruebott@mcmaster.ca
Office: DSB 420
Office Hours: after class

Teaching Assistant
Javid Nafari
nafarij@mcmaster.ca

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE INFORMATION

Lectures: 3hr x1/wk

Course Delivery Mode: In-person

Course Description:

Prerequisite: Registration in Level III of the Integrated Business and Humanities Program

Students in this course will learn what constitutes entrepreneurship, how it has been practiced throughout history, as well as the necessary social, political, ethical and economic foundations that support a contemporary entrepreneurial economy. They will study empirical research examining entrepreneurial trends in Canada and world-wide, including social entrepreneurship.

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE OBJECTIVES

This course offers a practical introduction to entrepreneurship from a social perspective, that is, how entrepreneurship can be used to address social issues. The course therefore focuses on key concepts in the field of entrepreneurship, social entrepreneurship and “social enterprise”, introducing students to the range of business models used to pursue both social and financial objectives. It presents and details the challenges facing these entrepreneurs and reviews strategies for recognizing social opportunities, developing a strategic plan, funding social ventures, and measuring social impact.

COURSE LEARNING OUTCOMES

Ideas and skills learned in this course will better enable students to:

- Improve understanding of the need for socially-oriented entrepreneurship and how it differs from conventional entrepreneurship and those of for-profit and non-profit enterprises.
- Garner knowledge surrounding how to evaluate and identify potential social opportunities.
- Develop an appreciation for the process of starting a social enterprise, including developing a strategic plan, obtaining funding, measuring social impact and scaling social endeavors.
- Have the ability to identify different organizational structures and their distinct advantages and disadvantages.
- Gain exposure to the challenges facing entrepreneurs through direct interaction with a social entrepreneur, and refine understanding of the possible approaches to confronting and managing some of these challenges.

REQUIRED MATERIALS AND TEXTS

Required:

Jill Kickul & Thomas Lyons “Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World”, 3rd Edition
Routledge, 2020.

Course Readings not in textbook (listed below in the schedule) are available online through the library database.

Cases are available online as a course pack from:
<https://hbsp.harvard.edu/import/1075556>

COURSE EVALUATION

Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Class and group participation	15%	Attendance <i>and</i> quality of contribution to the class discussions and group work
Report on Interview with a Social Entrepreneur	30%	Individual written report
Reflection Paper: Evaluate a Social Issue from the Events	15%	Individual written report
Social Entrepreneurship Proposal	40%	Individual or group written report

COURSE DELIVERABLES

Class Participation (15%)

You are expected to complete all readings and contribute to all class and group discussions. Participation demands that you must attend and contribute to each class, as well as out of class group meetings. Your grade will be determined by self-evaluation and teacher evaluation in class, and peer evaluation in your groups based on the quality and quantity of your contributions. You will be required to complete a self-evaluation for each class and submit it at the end of class, as well as an evaluation for each group member at the end of the semester (evaluation forms can be found on A2L). Name cards are used to give credit for participation. You must have a name card displayed in every class. Failure to do so will result in a participation grade of zero for that class.

Absence in class will also result in a score of zero for that week's participation unless you submit official documentation or reach out to me in advance. Students who have legitimate and documented reasons for missing class will be required to submit a one-page summary of the readings for the week with 3 discussion points, in lieu of class discussion.

Report on Interview with Social Entrepreneur (30%)

Students will be required to conduct an interview with a social entrepreneur. While encouraged to look locally, your interview can be done over zoom with social entrepreneurs outside of Hamilton. Students are requested to tape record their interviews with the social entrepreneurs.

The focus of the interviews should be on:

- Understanding why the individual decided to be a social entrepreneur and what they did previously.
- Discovering how the individual came to be interested in the particular social opportunity.
- Revealing the process the entrepreneur used to evaluate the feasibility of their social opportunity and what adjustments were made as a result.
- Highlighting the biggest challenges the individual faced during start-up and daily operation.

After conducting the interviews, students are expected to write a 4-6 page, single spaced report that includes the social entrepreneur's personal drivers, opportunity identification and evaluation process, and challenges faced during start-up and daily operation.

Reflection Paper: Evaluate a Social Issue from the IBH Event (15%)

Students will write a 2-page, single spaced reflection paper that identifies a pressing social problem from the IBH screening. Students should (drawing on the social opportunity assessment tool) assess a potential opportunity that addresses this social problem. This will help prepare students for evaluating social opportunities for the group project that follows.

Five percent of the grade will be for attendance at the event, and the remaining 10% will be for the written reflection paper.

Social Entrepreneurship Proposal (40%)

Over the second half of the semester, you will have the opportunity to develop a proposal for your own social venture. This will be done in groups of up to five.

- Written report: Students will be required to submit a business model canvas and value proposition canvas. In addition to the items outlined on the two canvases, the proposal will need an introduction that outlines the social opportunity in more detail (use social opportunity assessment tool) and the proposed organizational structure. These elements of the project will be worth 60% of the project grade.
- Presentation: During the last week of class, students will be asked to present their plan to the class in a "pitch". Each presentation should be a maximum of 15 minutes. The presentation will be worth 40% of the project grade.

The peer evaluations of the contribution of each group member (described above) may result in adjustments to individual grades of members of the group. Student groups can meet with me throughout the duration of the course to provide regular updates on their progress and to discuss any challenges that the group may be facing.

LATE ASSIGNMENTS

Assignments are due in lecture at the **start** of the class on their due dates and you are required to hand in your assignment in class (print) and to Avenue by the beginning of lecture on the due date. Emailed assignments will NOT be accepted unless previous arrangements have been made with me due to documented medical reasons or other similar concerns. After 5:30pm, a late penalty will be assigned (15% per day).

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

USE PROHIBITED

Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in this course will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week	Topic	Readings	Assignments
Class 1 Sept 11	Entrepreneurship and Social Issues	Understanding Social Entrepreneurship – Chapter 1	
Class 2 Sept 18	The Goals of Socially Oriented Entrepreneurship	Understanding Social Entrepreneurship – Chapter 2 Disruptors for GOOD podcast: Choose one to share with the class CASE STUDY: Gram Vikas: What is the Essence of Social Entrepreneurship?	
Class 3 Sept 25	Recognizing Social Opportunities	Understanding Social Entrepreneurship – Chapter 3 CASE STUDY: Social Entrepreneurship on Fogo Island (A) GUEST SPEAKER 1: <i>Social Enterprise Founder: TBD</i>	
Class 4 Oct 2	Lean Start-up	Understanding Social Entrepreneurship – Chapter 4 CASE STUDY: <i>Polarstern Energy – Sustainable Change Led by Innovative Entrepreneurs OIKOS</i>	
Fall Break			
Class 5 Oct 16	Developing a strategic plan	Understanding Social Entrepreneurship – Chapter 5	Interview with a Social

		<p>GUEST SPEAKER 2: <i>Social Enterprise Founder: TBD</i></p>	Entrepreneur due in class
Class 6 Oct 23	Organization Structure/ Models	<p>“Social Enterprise Typology” by Kim Alter. pgs. 23-51 https://www.globalcube.net/clients/philippson/content/medias/download/SE_typology.pdf</p> <p>CASE STUDY: Kiva vs. MyC4: Business Model Innovation in Social Lending</p> <p><i>Optional Reading –</i> https://probonoaustralia.com.au/news/2020/05/reimagining-your-social-enterprise-business-model-post-covid-19-the-16-social-enterprise-model-types/</p>	
Class 7 Oct 30	Funding Social Ventures	<p>Understanding Social Entrepreneurship – Chapter 7</p> <p>CASE STUDY: Vox Capital: Pioneering Impact Investing in Brazil</p> <p>GUEST SPEAKER 3: <i>Social Enterprise Leader: TBD</i></p> <p><i>Optional Reading –</i> “Social Venture Finance” by Golden, Hewitt, Lewkowitz, McBane & Torjman, MaRS White Paper Series, 2009 (available for download online)</p>	
Nov 3		IBH Movie Screening	
Class 8 Nov 6	Measuring Social Impact	<p>Understanding Social Entrepreneurship – Chapter 8</p> <p>Ebrahim, A. and V.K. Rangan. 2014. "What Impact? A Framework for Measuring the Scale & Scope of Social Performance." California Management Review 56, no. 3 (Spring 2014): 118–141.</p> <p>CASE STUDY Acumen Fund: Measurement in Impact Investing (A)</p> <p><i>Optional Reading –</i> Kramer, M. R. (2005). Measuring Innovation: Evaluation in the Field of Social Entrepreneurship, pp.8-28.</p>	Reflection Paper Due NOVEMBER 10th
Class 9 Nov 13	Scaling Social Ventures	<p>Bradach, D. (2003) “Going to scale: The challenges of replicating social programs”. Stanford Social Innovation Review, pp. 19-25</p> <p>CASE STUDY: LifeNet International's Transformation of African Healthcare via Social Franchising</p>	

		<p>GUEST SPEAKER: <i>Social Enterprise Leader: TBD</i></p>	
Class 10 Nov 20	Social Intrapreneurs	<p>Understanding Social Entrepreneurship – Chapter 10</p> <p>CASE STUDY: Ford Motor Company: New Shades of Green Through Soy Foam</p> <p><i>Optional Reading –</i></p> <p>Meyerson, D. E. (2004). The tempered radicals: How employees push their companies – little by little – to be more socially responsible. <i>Stanford Social Innovation Review</i>, Fall, pp.14-23.</p>	
Class 11 Nov 27	Support Ecosystems	<p>Understanding Social Entrepreneurship – Chapter 12</p> <p>Bloom, P. N. & Dees, G. Cultivate your Ecosystem. <i>Stanford Social Innovation Review</i>. Winter 2008</p> <p>GUEST SPEAKER: <i>Incubator Director: TBD</i></p>	
Class 12 Dec 4	Proposals	Presentation	Social Entrepreneurship Proposal Due