

**Integrated Business & Humanities 4SE3
Social Entrepreneurship Capstone
Fall 2023 Course Outline**

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

INSTRUCTOR AND CONTACT INFORMATION

Fri 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 IV of the Integrated Business and Humanities Program.

In this course students will learn to apply skills learned in entrepreneurship, social entrepreneurship and community engagement from an experiential perspective.

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 “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.

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
Reflection Paper 1: Reflect on Yourself as a Potential Social Entrepreneur	15%	Individual written report
Reflection Paper 2: Write about the Social Issue from the Event	15%	Individual written report
Group Project, Part 1: Research on a Social Issue and What Has Failed	10%	Group presentation
Group Project, Part 2: Business Model Canvas	10%	Group presentation
Group Project, Part 3: Final Proposal	35%	Group written report and presentation

COURSE DELIVERABLES

Class and Group 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.

Reflection Paper 1: Reflect on Yourself as a Potential Social Entrepreneur (15%)

Students will write a 2-page, single spaced reflection paper that evaluates themselves as a social entrepreneur. Students should draw on *everything* they have learned in the program to evaluate their strengths and weaknesses as they relate to their personal drivers, identification of social opportunities, managing challenges of running a venture, and balancing social and financial goals. Be sure to include how you would create a venture that uses your strengths and addresses your weaknesses.

Reflection Paper 2: Write About the Social Issue from the Event (15%)

Students will write a 2-page, single spaced reflection paper that discusses the social issue and its solution in the IBH event. Students should (drawing on the social opportunity assessment tool) assess the opportunity that addresses this social problem, and offer suggestions for improving the social impact. 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.

Group Project

Over 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. There are three components of the project, as follows:

Group Project, Part 1: Research on a Social Issue and What Has Failed (10%)

In groups, students will present their research findings about the social issue that they will tackle in their social enterprise. The presentation should address research about the social issue, as well as solutions that have been tried and failed, based on the social opportunity assessment tool. Groups will conduct the research using internet and library resources, and then create a 15 min. presentation of the findings with supporting qualitative and/or quantitative data. The research will provide the foundation for the group project. You will receive feedback, and be expected to incorporate this feedback into the final project.

All students do not need to present the research, but must share equally in the work and answer questions following the presentation.

Group Project, Part 2: Business Model Canvas (10%)

In groups, students will present their proposed social venture, based on the elements of the business model canvas. The presentation should address each element of the canvas, identify stress points in the model and possible options that you are considering. Groups will create a 15 min. presentation of the findings. The canvas will provide a framework for the group project. You will receive feedback, and be expected to incorporate this feedback into the final project.

Again, all students do not need to present the canvas, but must share equally in the work and answer questions following the presentation.

Group Project, Part 3: Final Proposal (35%)

- Written report: Students will be required to submit a proposal that focuses on the business model canvas and value proposition, with particular attention to how you will achieve and measure social impact. 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 20% of your grade.
- Presentation: During the last week of class, students will be asked to present their proposal to the class in a “pitch”. Each presentation should be a maximum of 15 minutes. The presentation will be worth 15% of your grade. At the end of the presentations, students will write down which ventures they would invest in, which will be factored into the grade (you cannot choose your own venture).

The peer evaluations of the contribution of each group member (described above under participation) 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	Class Topic	Readings	Assignments
Class 1 Sept 8	Course Logistics & Why Social Entrepreneurship?		
Class 2 Sept 15	Recognizing Social Opportunities	Understanding Social Entrepreneurship – Chapter 3 Disruptors for GOOD podcast: choose one to share with the class	
Class 3 Sept 22	Implementing Lean Start-up	Understanding Social Entrepreneurship – Chapter 4	Reflection Paper 1 due in class
Class 4 Sept 29	Developing a Strategic Plan	Understanding Social Entrepreneurship – Chapter 5	
Class 5 Oct 6	Creating a Business Model for Social Entrepreneurship	“Social Enterprise Typology” by Kim Alter. pgs. 23-51 https://www.globalcube.net/clients/philippson/content/meldias/download/SE_typology.pdf	
Fall Break			
Class 6 Oct 20	Group Project, Part 1: Presentations		
Class 7	Measuring Social Impact	Understanding Social Entrepreneurship – Chapter 8	

Oct 27		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.	
Class 8 Nov 3	Movie Screening		
Class 9 Nov 10	In-class meetings		Reflection Paper 2 Due in Class
Class 10 Nov 17	Group Project, Part 2: Presentations		
Class 11 Nov 24	In-class meetings		
Class 12 Dec 1	Group Project, Part 3: Presentations		Written Proposals Due