Commerce 4BX3
Social Entrepreneurship
Winter 2024 Course Outline

HR & Management
DeGroote School of Business
McMaster University

INSTRUCTOR AND CONTACT INFORMATION

Tues 11:30 – 2:30
Dr. Trish Ruebottom
Instructor
ruebottt@mcmaster.ca
Office: DSB 420
Office Hours: By appointment
Class Location:

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

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COURSE INFORMATION

Lectures: 3hr x1/wk
Course Delivery Mode: In-person

IMPORTANT LINKS

- Mosaic
- Avenue to Learn
- Student Accessibility Services - Accommodations
- McMaster University Library

COURSE OBJECTIVE

This course offers a practical introduction for students interested in the increasingly popular phenomenon of social entrepreneurship. The course 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 social entrepreneurs and reviews strategies for recognizing social opportunities, developing a strategic plan, funding social ventures, and measuring social impact.

LEARNING OUTCOMES

Ideas and skills learned in this course will better enable students to:
- Improve understanding of the need for social 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 social entrepreneurs through direct interaction with a social entrepreneur, and refine understanding of the possible approaches to confronting and managing some of these challenges.

COURSE MATERIALS AND READINGS

Required:

Jill Kickul & Thomas Lyons "Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World", 3rd Edition Routledge, 2020. In the bookstore OR e-copy available from:
https://www.vitalsource.com/referral?term=9781317444534

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/1124034

COURSE EVALUATION

Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Class participation	**15%**	Attendance *and* quality of contribution to the class discussions
Reflection Paper: Critically Evaluate a Social Issue of your Choosing	**15%**	Individual written report
Report: Interview with a Social Entrepreneur	**30%**	Individual written report
Social Entrepreneurship Research	**40%**	Group written report

COURSE DELIVERABLES

Class Participation (15%)
You are expected to complete all readings and contribute to all class discussions. Participation demands that you must attend and contribute to each class. Your grade will be determined by self-evaluation (link to google form can be found on Avenue to Learn) and teacher evaluation in class with particular emphasis on case participation. You will be required to complete a self-evaluation for each class and submit it **at the end of class, before midnight at the latest, the day of class**. LATE ASSESSMENT WILL RECEIVE A SCORE OF ZERO. Name cards are used so that I can verify your participation. You must have a name card displayed in every class. Failure to do so may result in a participation grade of zero for that class.

LAPTOPS AND PHONES ARE NOT ALLOWED DURING THE CASE DISCUSSIONS, GUEST SPEAKERS, AND CLASS PRESENTATIONS. Laptops may be used for class purposes only during lectures.

Absence in class will result in a score of zero for that week's participation unless you submit official documentation. Students who have documented reasons for missing class may choose to submit a one-page summary of the case (or readings if there is no case for that week) with 3 discussion points, in lieu of class participation. Please submit the alternative participation assignment and documentation for the absence to the Teaching Assistant, by email, before the end of the day, unless the documentation indicates that more time will be needed.

Reflection Paper: Critically Evaluate a Social Issue of your Choosing (15%)
Students will write a 2-page single-spaced reflection paper that identifies a pressing social problem. Students should explain how capitalism has contributed to the social issue (making it worse) and how capitalism can (possibly) address the issue (making it better). See the reflection rubric for evaluation criteria.

Report on Interview with Social Entrepreneur (30%)
Students are 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, although this does not need to be handed in.

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. See the interview rubric for evaluation criteria.

Social Entrepreneurship Research (40%)
Over the second half of the semester, you will have the opportunity to research a social venture, and compare the venture to other types of initiatives addressing the same social issue. This will be done in groups of up to five.
- Written report: Students will be required to submit a business model canvas that explains the venture and a theory of change model that explains the logic of its potential social impact. In addition to the two frameworks, the proposal will need an introduction that outlines the social issue and other types of initiatives that have attempted to address the social issue in other ways (but have failed). These elements of the project will be worth 60% of the project grade. See the report rubric for evaluation criteria.
- Presentation: During the last week of class, students will be asked to present their research to the class. Each presentation should be a maximum of 15 minutes. Everyone in the group MUST be present for the entire presentation class. The presentation will be worth 40% of the project grade. See the presentation rubric for evaluation criteria.

Peer evaluation in your groups will be based on the quality and quantity of your contributions to the group project, completed by each group member at the end of the semester. Peer evaluations may result in adjustments to project 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 on Avenue to Learn before the **start** of the class on their due dates. Emailed assignments will NOT be accepted. Late assignment will not be accepted without documentation, and will receive a late penalty (15% per day).

COMMUNICATION AND FEEDBACK

An **Avenue to Learn Discussion** will be created for the course. Students are expected to ask course-related questions here. Many students have the same questions, and this reduces the number of emails asking for the same information. I will respond to the Discussion board within 24-48 hours (with the exception of holiday weekends).

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.degroote.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 ONLINE ELEMENT

Some courses may use online elements (e.g. email, 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 Jan 9	Entrepreneurship and Social Issues	Understanding Social Entrepreneurship – Chapter 1	
Class 2 Jan 16	The Goals of Social 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 Jan 23	Recognizing Social Opportunities	Understanding Social Entrepreneurship – Chapter 3 **CASE STUDY:** Social Entrepreneurship on Fogo Island (A)	
Class 4 Jan 30	Lean Start-up	Understanding Social Entrepreneurship – Chapter 4 **GUEST SPEAKER 1:** *TBD*	
Class 5 Feb 6	Social Legal Structures	Social Enterprise Business Models https://learn.marsdd.com/article/social-enterprise-business-models/ **CASE STUDY:** Kiva vs. MyC4: Business Model Innovation in Social Lending *Optional Reading –* https://probonoaustralia.com.au/news/2020/05/reimagining-your-social-enterprise-business-model-post-covid-19-the-16-social-enterprise-model-types/	Reflection Paper Due
Class 6 Feb 13	Developing a Strategic Plan	Understanding Social Entrepreneurship – Chapter 5 **GUEST SPEAKER 2:** *TBD*	
READING WEEK			
Class 7 Feb 27	Measuring Social Impact	Understanding Social Entrepreneurship – Chapter 8 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.	

		CASE STUDY Acumen Fund: Measurement in Impact Investing (A) *Optional Reading* – Kramer, M. R. (2005). Measuring Innovation: Evaluation in the Field of Social Entrepreneurship, pp.8-28.	
Class 8 Mar 5	Funding Social Ventures	Understanding Social Entrepreneurship – Chapter 7 **CASE STUDY:** Vox Capital: Pioneering Impact Investing in Brazil *Optional Reading* – "Social Venture Finance" by Golden, Hewitt, Lewkowitz, McBane & Torjman, MaRS White Paper Series, 2009 (available for download online)	Interview Report due
Class 9 Mar 12	Scaling Social Ventures	Bradach, D. (2003) "Going to scale: The challenges of replicating social programs". Stanford Social Innovation Review, pp. 19-25 **CASE STUDY:** LifeNet International's Transformation of African Healthcare via Social Franchising **GUEST SPEAKER 3:** *TBD*	
Class 10 Mar 19		Working Class	
Class 11 Mar 26	Group Project	Presentations	Research Report Due
Class 12 Apr 2	Social Intrapreneurs & Course Wrap-up	Understanding Social Entrepreneurship – Chapter 10 **CASE STUDY:** Ford Motor Company: New Shades of Green Through Soy Foam *Optional Reading* **–** Meyerson, D. E. (2004). The tempered radicals: How employees push their companies – little by little – to be more socially responsible. *Stanford Social Innovation Review*, Fall, pp.14-23.	