



Lloyd Greif Center
for Entrepreneurial Studies

USC Marshall
School of Business

**BAEP 567:
Social Entrepreneurship:
Design, Develop, and Deliver
Spring 2024
Monday Evenings**

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Calling ALL Social Innovators, Intrapreneurs, Entrepreneurs, Impact Leaders!!

Course Description

Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. This course is designed to provide a socially relevant academic experience in order to help students gain in-depth insights into economic and social value creation across a number of sectors/areas including poverty alleviation, energy, health and sustainability.

This course focuses on developing the analytical, conceptual, and practical skills required to design, develop, and deliver a social business concept. The primary activity of the class is the creation of a social venture plan – a project that involves identifying, evaluating, and presenting a social entrepreneurial opportunity.

In the process of creating your social venture, you will think critically about business concepts and undertake additional field research to answer fundamental questions about strategic, marketing, financial, operational, and human resource issues.

In this class, you will have the opportunity to refine your social value proposition; analyze your industry and market; conduct first-hand research on customers and competitors; create a social value proposition; evaluate distribution channels, pricing strategies, and various types of business models; and estimate the resource requirements for the venture. Finally, you will practice pitching your social business plan to other social entrepreneurs and investors.



In the process of creating your social venture plan, we will be working through three key phases of **Design, Develop, and Deliver**.

Course Learning Objectives

In this course, you will learn to:

- Think critically about social entrepreneurship concepts by undertaking field research to answer fundamental questions about strategic, marketing, financial, operational, and human resource issues related to new social ventures.
- Acquire and apply social entrepreneurial techniques and skills for gathering and analyzing key industry, customer, and competitor information.
- Consider and understand the motivations and behaviors of stakeholders inside and outside the social venture (e.g., internal team, volunteers, beneficiaries, government, funders/investors).
- Develop multi-functional, analytical, and critical thinking skills through the process of developing and delivering a business plan for a new social venture.
- Anticipate, identify, and evaluate social business concepts and translate chosen solution(s) to an implementation plan that considers future contingencies and the social/environmental impact.
- Build an effective and persuasive case for a social entrepreneurship concept, through a written report as well as an oral presentation before a panel of other social entrepreneurs and investors.

To achieve these objectives, a combination of methods will be used in the course, including lectures, live cases, team projects, student presentations, and guest speakers.

Recommended Materials

- Kickul, J., & Lyons, T. (2016, 2nd Edition). Understanding Social Entrepreneurship (referred to as USE in course schedule): The Relentless Pursuit of Mission in an Ever-changing World.
- *Recommended Supplements to Course on Udacity: Lean LaunchPad:* <https://www.udacity.com/course/how-to-build-a-startup--ep245>

Course Philosophy

Social Entrepreneurship is more than a set of tools and techniques for starting and growing a business. It's a mindset, a way of looking at things that is problem/**opportunity** focused and creative. It's about passion -- doing what you love. It's about creating wealth in all its forms: economic value, social innovation and sustainability, and making a difference in the communities we serve.

While numerous different definitions of social entrepreneurship exist, there appears to be broad consensus about two issues:

1. Social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship; and
2. The outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor.

To quote one of the many leaders in the field (Bill Drayton, CEO, Chair, and Founder, Ashoka: Innovators for the Public) "The job of a social entrepreneur is to recognize when a part of society is not working and to solve the problem by changing the system, spreading solutions, and persuading entire societies to take new leaps. Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry. Identifying and solving large-scale social problems requires social entrepreneurs because only entrepreneurs have the committed vision and inexhaustible determination to persist until they have transformed an entire system. The scholar comes to rest when he expresses an idea. The professional succeeds when she solves a client's problem. The manager calls it quits when he has enabled his organization to succeed. Social entrepreneurs can only come to rest when their vision has become the new pattern all across society."

Taking this into consideration, our class and our time together will be focused on the process, steps, and strategies required for creating new social ventures! This course focuses on the critical factors associated with successful new venture initiation as well as the preparation of a social venture plan that can be used to begin operations in a new social enterprise. This course will challenge all of us to confront more advanced issues faced by today's social entrepreneurs. In sum, our course draws on a variety of disciplines, including entrepreneurship, management and finance, to develop frameworks and techniques that are needed to start, evaluate, and develop social ventures.

Course Communication

Course communication will take place through announcements in class, emails, and Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore, it is imperative that you have a fully operational Blackboard account. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to forward your USC email to the account you use. (Note: It's not uncommon for some students' USC email quota to fill by the end of each semester. It is your responsibility to manage your account to ensure receipt of all emailed communication.)

Ready. Set. PITCH!

Throughout the semester, each team will have 15 minutes to provide an overview of your venture idea and identify areas where you'd like class feedback (presentation slots will be randomly assigned). Your pitch may include soliciting general reactions, advice on how to shore up current weak spots, and/or areas of the social venture that you have yet to develop. You are welcome to use enhancements like Power Point, video clips, etc. Your team is responsible for facilitating the class discussion.

Evaluation of your pitch will be based on:

- Clarity of the venture idea overview
- A clear statement about the advice being sought from the class
- Allocation of presentation vs. discussion time
- Engagement with the audience and discussion management

Live Case Analysis! – Hone Your Impact Consulting Skills!

Live case analysis is a methodology that can be used to study social entrepreneurship. The live case approach provides the social entrepreneur with a means to become immersed in the complex, ill-structured, and sometimes chaotic circumstances in which social ventures operate. In this class, we will be analyzing several different cases (all based on a social entrepreneur's experience in starting and running their own business). We will be analyzing six different cases (all based on a social entrepreneur's experience in starting and running their own business with the social entrepreneur present ("live" of course). Each student will be assigned to lead (with a team) one live case, where they invite the social entrepreneur, coordinate a 1-page overview of social venture and overall challenge(s) they are encountering.

Each student should choose two live cases to analyze (choose after hearing it "live" in class with analysis due the following week, Wednesday at Noon on Blackboard).

The following is a list of issues you may want to consider as hear and read about the social venture and begin to write your analysis:

1. The main issue(s) of the new venture
 - o The trends within the industry
 - o The company and its founder(s): overall strengths and weaknesses
 - o Recent company performance including 2-3 key problems
2. Entrepreneurial analysis
 - o The Competitive Arena
 - o Major Changes in the Market
 - o Significant Socio/economic trends
 - o The financial posture of the firm
 - o Organizational and leadership styles
3. Strategic Recommendations (2-3)
 - o Identification of activities
 - o Timing of activities
4. Finally. "What Can Be Learned From this Entrepreneur's Experience?" (i.e., key issues that can be taken away and applied to your own venture)

Each case analysis must be typed, double-spaced, and approximately 3 pages long.

Class and Small Group Participation

The success of this course depends not only on your attendance, but also on your participation. The more you participate, the more fun and valuable the course will be for all of us. For every class, students are expected to read the supplemental readings and cases. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in small group meetings, and in group presentations.

The instructor's evaluation of your participation will be evaluated using these criteria:

- When questions were presented to the class, how active (as opposed to inactive) was your participation?
- When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) did you use concepts previously discussed?
- When you asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?
- When you were asked to answer case questions to solve entrepreneurial problems, how specific, hence implementable (as opposed to vague, hence useless), were your suggested remedies to problems raised in class?
- When you criticized others' ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?
- When you commented in class, how much did your contribution move the discussion forward (as opposed to talking merely for the sake of speaking)? Your participation should add value to the course.

Attendance and Lateness Policy

Attendance at each class session is expected. If you miss more than one class (regardless of the reason), you can expect this to have a negative effect on your class participation grade. Excessive lateness, or leaving early, will also have a negative effect on your contribution grade.

BREAKDOWN OF COURSE REQUIREMENTS:

Social Venture Plan on Live Plan	30%
Case Write-up I	15%
Case Write-up II	15%
Social Venture Final Presentation (includes explainer video)	15%
Ready. Set. PITCH	15%
Class Participation	10%
Total	100%

About the Professor:

Jill R. Kickul joined USC Marshall School of Business in August 2016 as a professor in the Lloyd Greif Center for Entrepreneurial Studies and Research Director in the Brittingham Social Enterprise Lab. Before joining USC, she was the Director of the social entrepreneurship program at New York University Stern School of Business. Prior to joining NYU Stern, Professor Kickul was the Richard A. Forsythe Chair in Entrepreneurship in the Thomas C. Page Center for Entrepreneurship at Miami University, Ohio, and a professor in the management department in the University's Farmer School of Business. Prior to joining the Miami University faculty, she was the Elizabeth J. McCandless Professor in Entrepreneurship at the Simmons School of Management in Boston.



Professor Kickul's primary research areas of interest include innovation and strategic processes within new ventures, micro-financing practices and wealth creation in transitioning economies, and social entrepreneurship. She is the co-author of numerous books including: *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*, *Patterns in Social Entrepreneurship Research*, *Social Entrepreneurship* (Two volume meta-review of field), *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention*, and *Handbook of Microcredit in Europe: Social Inclusion Through Microenterprise Development*.

She has published more than 100 publications in entrepreneurship and management journals, including: *Academy of Management Learning and Education*, *Entrepreneurship Theory and Practice*, *Small Business Economics*, *Entrepreneurship Research Journal*, *Journal of Management*, *Journal of Operations Management*, *Journal of Small Business Management*, *Journal of Organizational Behavior*, *Frontiers of Entrepreneurship Research*, *International Journal of Entrepreneurship and Innovation*, *International Small Business*, *International Journal of Cross-Cultural Management*, *California Management Review*, and *Journal of Business Ethics*. She currently is the Executive Vice-President of Entrepreneurship Research Society, Editor of *SSRN Social Entrepreneurship Journal* (sponsored by Kauffman Foundation) and board member of the European Microfinance Network, Foundation for Social Change, ChangeCorp, Rising Tide Initiative, and Faculty Affiliate in the Center for Gender and Organizations.

Professor Kickul has taught entrepreneurship and social entrepreneurship internationally for the Helsinki School of Economics, International Bank of Asia, Hong Kong MBA Program, and delivered research seminars at the Stockholm School of Economics, INSEAD, EM Lyon School of Business, Aarhus Center for Organizational Renewal and Evolution (CORE), Central European University, Massey University, and the Jonkoping International Business School. Her work on entrepreneurship education development and curriculum design has been nationally recognized and supported through the National Science Foundation (NSF), Coleman Foundation Entrepreneurship Excellence in Teaching Colleges Grant and was named by *Fortune Small Business* as one of the Top 10 Innovative Programs in Entrepreneurship Education.

Course Schedule

Day	Theme	Assignment
January 9	Introduction to Course and LivePlan!	Opportunity to Pitch, re-Pitch Your Social Venture Idea! Team Formation
January 23	Live Case Team 1: Theme on Challenges of Impact Measurement for New and Existing Firms	Live Case Team prepares a 1-page memo outlining the social enterprise and the top 2-3 challenges (based on theme) <u>Other Readings:</u> Understanding Social Entrepreneurship, Chapter 8 Best Practices Article
January 30	Ready. Set. PITCH Introduction to Mentors/Coaches	Ready. Set. PITCH
February 6	Live Case Team 2: Theme on Challenges of Defining Social Venture Business Model and Financial Sustainability	Live Case Team prepares a 1-page memo outlining the social enterprise and the top 2-3 challenges (based on theme) <u>Other Readings:</u> Understanding Social Entrepreneurship, Chapter 4 Social Venture Business Models Article
February 13	Live Case Team 3: Theme on Challenges of Funding Social Ventures	Live Case Team prepares a 1-page memo outlining the social enterprise and the top 2-3 challenges (based on theme) <u>Other Readings:</u> Understanding Social Entrepreneurship, Chapter 7 Funding Social Ventures – One of Many!
February 27	Ready. Set. PITCH	Ready. Set. PITCH
March 6	Entrepreneurial Design and Build Workshop	

Day	Theme	Assignment
March 20	Live Case Team 4: Theme on Challenges of Social Intrapreneurship and Innovation	Live Case Team prepares a 1-page memo outlining the social enterprise and the top 2-3 challenges (based on theme) <u>Other Readings:</u> Understanding Social Entrepreneurship, Chapter 10 Social Intrapreneur Article
March 27	Ready. Set. PITCH	Ready. Set. PITCH
April 3	Team Consultations with Professor and Teaching Fellows	A link will be provided to schedule a time for each team to meet with us.
April 10	Live Case Team 5: Theme on Challenges of Environmental Sustainability	Live Case Team prepares a 1-page memo outlining the social enterprise and the top 2-3 challenges (based on theme) <u>Other Readings:</u> Understanding Social Entrepreneurship, Chapter 11
April 17	Workshop of Finalizing Last Pitch and LivePlan Check-Ins	Come ready to workshop and finalize your team's last pitch and LivePlan!
April 24	Ready. Set. PITCH	The FINAL Ready. Set. PITCH

Course syllabus subject to change by instructor.

Appendix

UNIVERSITY AND MARSHALL GUIDELINES

Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy

Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

Technology Policy

Web-enabled devices are not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. Web-enabled devices (e.g., laptops, tablets, smartphones) are permitted during class ONLY if approved by the professor. Videotaping of faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor.

USC Statements on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Students with Disabilities

Students must register with Disability Services and Programs (DSP) for each academic term that accommodations are desired. Guidelines for the DSP accommodation process can be found at www.usc.edu/disability. The following paragraph is recommended by DSP.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

Explanation: This section is recommended but not a syllabus requirement. Please activate your course in Blackboard. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access cst.usc.edu/services/emergencyprep.html.

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.