

Louisiana State University  
Social Entrepreneurship- MGT 3120

Professor Information: K. Mark Weaver  
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**Office Hours:** M-W 2:00-3:00 pm and by appointment

**Required Course Materials**

How to Change the World: Social Entrepreneurs and the Power of New Ideas by David Bornstein  
Additional readings will be distributed in the class.

**Course Description:**

**MGT 3120 Social Entrepreneurship (3) Prereq.: MGT 3111 or permission of instructor.** The course provides a broad theoretical perspective and practical framework for understanding social entrepreneurs and the social ventures they create ranging from local social organizations to large international social ventures leading global change. The course introduces students to the possibilities of social entrepreneurship and an introduction to the entire social venture creation process and life cycle. This course is a service-learning based course and all students will participate in team-based community-based projects with local non-profit organizations. Extensive work outside of the normal classroom hours is required for this course. The course may be used for graduate credits IF students complete the additional requirements noted in the syllabus.

**Objectives**

This course is about using entrepreneurial thinking and skills to craft creative and innovative responses to important social problems. Entrepreneurs are particularly good at recognizing opportunities, exploring innovative approaches, mobilizing resources, evaluating and subsequently managing risks, and building viable enterprises. These skills are just as valuable in the social sector as they are in business.

Educational Objectives for Student Learning include:

- To examine the **challenges and rewards** of entrepreneurship and management in creating and developing social purpose organizations.
- To demonstrate an **appreciation** of the relative strengths and weaknesses of different organizational forms, nonprofit and for-profit, in providing social goods and services.
- Complete a **field based project** that has strategic and developmental significance for the organization's future success
- To **apply** entrepreneurial and innovation competencies in the context of service to the community
- To **demonstrate familiarity with** the goals and organization of **not for profit businesses** and to **demonstrate understanding of** "lessons of social, intercultural understanding and ethical reasoning" (Kupic 1993:8) through application to live, real time consulting/research projects
- To **reflect** on the choices businesses make in fulfilling their social responsibilities
- To **work effectively in teams** that not only engage student team members with one another but that also engage students with the community and service to others
- To develop **communications skills** through the field based service-learning project

**Social Entrepreneurship Focus**

We define social entrepreneurship as the process of using business skills to create innovative solutions and models for societal problems. These ventures have a social mission and aim to be financially self-sustainable or profitable. This course is designed to teach students about all aspects of the traditional business planning

process, with particular attention paid to the challenges of social venture creation. Topics will include opportunity assessment, business models in the social sector, acquiring the necessary resources to grow an organization, and the tradeoffs between social and financial returns on investment.

Students are expected to complete a semester long project (a social venture plan, consulting project or case study) to be evaluated by classmates, faculty and an outside panel of practitioners. Students will also be expected to visit with their community partner at least 6 times during the semester. These field visits provide the opportunity for students to learn from experienced practitioners in the field and to see the reality of the issues they are addressing.

### **Course Framework**

Entrepreneurship is a story of combining different forms of capital with opportunities, innovation and networks. In this course, we will explore the aspects of the most interesting parts of the entrepreneurship models as the economic engine of the U.S. and many other economies to gauge how to apply these ideas to social ventures. . Together we will seek the answers to the following questions in each of these four areas:

- What influence do the five types of capital (financial, human, social, cultural, and intellectual) have on the establishment and growth of social ventures?
- Where do opportunities come from? How should they be evaluated? How should they be pursued?
- How are innovations cultivated, protected, and commercialized? What are the sources of innovation in a social entrepreneurial venture?
- What are the roles of various levels of networks in entrepreneurship? How do social, community, and organizational networks influence the establishment and growth of the firm?

The methods of instruction include lectures, case discussions, readings, peer learning thru presentations, guest speakers and a major project. Lectures are an interactive experience in this course. Participants are expected to ask questions during the lecture and to respond to questions posed by the instructor. When case readings are assigned, students are expected to come to class with a working knowledge of the case. They are also expected to be prepared to discuss and defend their opinions about the subject. To reiterate, textbook, article, or case study required readings are to be done before arriving for class. Required readings are essential for understanding the topic each week.

This course is preparing you to write and present a written and oral presentation of your social learning project at the end of the semester. An alternative to the consulting based project is to create a case study that profiles a social enterprise or extensive profile of a founder/organization builder. Writing a case study is another lens into fully appreciating the entrepreneurial process. More details about each of these options are presented later in the syllabus.

By the end of the course, you should be well equipped to 1) assess the strengths and weaknesses of a social venture, 2) write an effective and professional business plan, 3) build your confidence and intuition about the entrepreneurial process of converting dreams into reality, and 4) learn what role if any you should take in the social sector entrepreneurial process.

### **Class Guidelines**

YOU are responsible for guiding your own learning. Students are expected to be prepared and ready to work each class. This includes being prepared to be called upon to discuss assignments and comment on assigned readings. Quality class participation is a significant part of the class's learning process. Asking good and thought provoking questions is one way to achieve quality participation. Many of the questions that will be posed in class will be based upon the readings, the cases and the pre-work. Be prepared to comment upon your projects in a summary 2-3 minutes each class. Students are responsible for all assignments and class discussions even if they are absent. Attendance affects the student's class participation score. This topic is expanded below.

## **Attendance Policy**

Each student is expected to attend every class. Many of the benefits of the class will be obtained in the classroom discussions that take place. A student's absence not only deprives them of the benefits of class discussion, but it also deprives the rest of the class of their participation. Failure to attend class will significantly impact your grade. Attendance will be taken at each class by passing an attendance sheet which attendees will be requested to sign. If you cannot attend a class, please email the professor in advance of the class. This may not substitute for attendance.

## **Etiquette**

We expect all students to behave with professionalism toward all constituents of the LSU community:

- Treat professors and fellow students with civility and respect
- By arriving on time and notifying the professor in advance of anticipated absences, late arrivals or early departures
- By using laptops or other technology in the classroom only as relevant to the material being discussed, careful to take notes silently
- By not distracting others
- By not eating or using cell phones in class
- By submitting assignments in a legible and professional manner--using 10 or 12 point font, with 1 inch margins

## **Assignments & Grades**

### **Written Assignments**

- Social Enterprise Evaluation Project (60 Points)
- Special Topics Paper (10 Points)
- Reflection paper (3-5 pages) on what you learned from the project, any changes in attitudes toward the social enterprise mission, impact of the people you met on your future plans and what you think your highest value contribution to the organization has been. (5 points)

### **Oral Assignments**

~ Mid semester Presentation 10-12 Minutes (5 Points)

~ Final Presentation 15-20 minutes (10 Points)

CLASS PARTICIPATION –interim oral reports (10 Points)

**TOTAL 100 POINTS**

## **Evaluation of Performance:**

Grades GPA Equivalents:

A = 4.0 90 – 100

B = 3.0 80 – 89

C = 2.0 70 – 79

D = 1.0 60 - 69

F = 0.0 0 - 59

\*Based upon individual contributions to class discussion, topic presentations, and project analysis with respect to the team activities. Peer evaluation forms are used to adjust evaluation on the Final Project. Final grades on the projects can be adjusted up or down by 20 % based on peer evaluations.

**Grading** – A= Exceptional work, B=very good work, exceeds minimum expectations, C=meets minimum expectations and complies with all deadlines and submissions, D= Below minimum expectations and did not comply with all deadlines and submissions, F=Incomplete work, failure to perform in the team environment, minimal participation in class, and added little value to the course.

## **Graduate/Undergraduate Requirements**

This course, MGT 4120, will serve as an elective for UG students and also serve as an elective for the MBA minor in Entrepreneurship. To differentiate between the course requirements, the graduate students will serve as project managers for the Social Entrepreneurship Evaluation projects and be required to expand the “special topics” paper an additional 10 pages. This project will form the basis for a “whitepaper” that is used to develop benchmarking tools for non profits and social entrepreneurs in the region.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss these issues.

### **Reflection Paper**

Each student is responsible for completing one a reflection paper. This paper is a 5 page document about the topics, issues, social venture, or case study related to this course. You are given the maximum flexibility in this assignment to present your ideas about what you learned and can pass on to others related to social entrepreneurship. We will discuss the content of this paper in more detail during class.

### **Final Project & Presentations**

Each student will work on a semester long project with a team of colleagues. The project will be presented at the end of the term.

Option #1 – A Consulting Report/Business Plan – Each team of students will take a social enterprise and work to develop a formal consulting report/business plan. Each project will be presented to the class. Because of the size of the class, each person can not work independently on their favorite organization. I will provide each person with an opportunity to request their three favorite projects that are available to the course and build teams based on preferences.

Option #2 – A Social Venture Case Study–Each team of students will create a case study about a social entrepreneurial firm, social venture capital deal, or social entrepreneur. This case study is to be a quality document that will potentially be used in future graduate and undergraduate classes as the basis of class discussion. See the professor for more information on this option.

Both options will require weekly updates (2-3 minutes max) in class, a mid semester interim report, and a final presentation to the class. The oral updates and formal presentations are considered reflective activities and should include issues you need answered, what you have learned from the project and the clients, and any changes in your thinking about the social enterprise you are assisting.

### **Team Guidelines**

- Teams will be composed of three to four students which may be modified depending on the number enrolled in the course.
- Teams will be stronger if they have diversity as to experience and interest.

### **Team Meeting with the Professor**

Somewhere near the middle of this course, the professor will meet with each team of students to discuss the final project. During this meeting, the professor will serve as your external consultant by answering specific questions and giving advice. There is no grade for this meeting but it is chance to clarify expectations and receive feedback and will be done outside of the regular class time to give you full attention to your needs to make the project a success.

### **Forming Groups**

When you have formed your group, have one person from that group fill out the team member sheet with the following information:

- Names
- E-mail addresses

- Majors
- Name of the Venture

### **Academic Honesty Policy\*:**

The vitality of any academic program is rooted in its integrity. It is essential to Louisiana State University that the grades awarded to students only reflect their own individual efforts and achievements. Each segment of the academic community, i.e., faculty, students and administration, is responsible for the academic integrity of the University. Academic dishonesty, in any form, will not be tolerated. Students who are found to have engaged in acts of academic dishonesty may be subject to failure for the course and suspension from the University.

\*For further information on this Policy, please consult the code of student conduct.”

**Learning Disability:** If a student has a disability that may affect their work within this class, they should contact the Office of Disability Services at 112 Johnston Hall to have accommodations considered. If a student has or receives a letter of accommodations, they should meet with the professor as soon as possible to discuss the accommodations granted.

### **Student Responsibility**

“Each student is personally responsible for completing all requirements established for his or her degree by the University, college, and department. It is the student’s responsibility to learn these requirements. A student’s counselor may not assume these responsibilities. Any substitution, waiver, or exemption from any established requirement or academic standard may be accomplished only with the approval of the student’s dean. Exceptions to University requirements, including the general education requirements, will be authorized only with approval of the student’s dean and the Office of Academic Affairs.” (Taken from the Louisiana State University 2006 General Catalog)

## Discussion Guide – Social Entrepreneurship

### Week 1

Introduction & Overviews

Entrepreneurs and Social Entrepreneurship

Zipcar “The Meaning of Social Entrepreneurship” (link on Moodle)

“Questions that Every Entrepreneur Must Answer”

Bornstein Chapter 1 and 8

### Week 2

Opportunities, Assessment, & Context Tostadas, Tortilla

Chips and Bank Loans

Chapter 3: “The Opportunity: Creating, Shaping,  
Recognizing, Seizing”

“The Competitive Advantage of Inner Cities”

“Social and Institutional Barriers to Markets”

“Going for Brokers” (Link on Moodle)

### Week 3

Business Plan & Business Models Rick Surpin “How to Write a Great Business Plan”

“Chapter 10: Planning for the Social Entrepreneur”

Business Plan Workbook (link on Moodle)

### Week 4

FIELD Visits

### Week 5

Products/ Services/ Innovation/ Marketing Marketing Chapter by Dollinger (link on Blackboard)

Bornstein Chapters 14 and 16

Cause Marketing reading (to be provided)

### Week 6

Organizing the Venture La Table de Cana  
(handout)

“Chapter 9: New Venture Teams”

Bornstein Chapter 18

### Week 7

Financing the Venture New Profit Inc. “Bootstrap Capital”

### Week 8

Social Venture Capital/ Venture Philanthropy Double Bottom Line Project Report (link on Moodle)

Morino Venture Philanthropy Document (Link on Moodle)

Bornstein Chapter 18

### Week 9

Networks & Entrepreneurship 10- 9- 8 Childline  
(Bornstein Chapter 7)

### Week 10

Managing Growth: The Challenge of Scaling

the Social Ventures (PANEL DISCUSSION-Community Leaders)  
Bornstein Chapter 20

Week 11- Field Visits with Client

Week 12- Presentations & Final Projects

Week 13-Presentations and Final Projects

Week 14 –

Client presentation at their site

Completion of time logs, evaluations, final electronic copies of reports, Client evaluations- All to be turned in after final Client reports