

Using Experiential Education to Teach Social Enterprise and Entrepreneurship

A Teaching Guide

Abstract

This teaching guide provides educators that teach social enterprise and entrepreneurship with resources, tools, and activities related to using experiential education in their courses.

Author

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Introduction

This teaching guide takes a practical approach to teaching social enterprise and entrepreneurship. It focuses on giving educators the pedagogical tools and activities needed to train students in social enterprise and entrepreneurship using experiential education. In addition, it provides resources that educators may use with their students or provide to them as a reference. This guide is useful for giving students a general understanding of social enterprise and entrepreneurship, as well as to prepare students to launch social enterprises.

In regard to content, this teaching guide presents information that is useful for social entrepreneurship courses, programs, and business planning competitions. It includes examples of case studies, classroom activities, projects that prepare students for their careers, and resources that educators may use or give to students to launch them into their careers as social entrepreneurs or supporters of the field. Being that this guide is available online, the names of organizations, programs, and resources include links to websites where readers may find more information on them.

Enjoy,



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Using this Teaching Guide

This guide is divided into six sections. that revolve around the following learning objectives:

1) To outline various experiential learning assignments and activities that foster student understanding of social enterprise and entrepreneurship,
2) To disseminate knowledge about practical tools and resources that can be used to facilitate student immersion into the social enterprise sector, and
3) To convey the diversity of career opportunities related to social enterprise and entrepreneurship.

Contents of this Guide

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Section VI: Readings on Social Entrepreneurship

Prospective Users of This Guide

This guide is useful for any person or group that aims to use experiential education to teach social enterprise and entrepreneurship. Different sections and elements of the guide are applicable to people from different audiences and educational levels. It is also useful for anyone that desires knowledge about resources in the field (e.g. social entrepreneur, consultant).

Developing this Guide Over Time

The field of social enterprise and entrepreneurship has grown substantially over the last fifty years. As such, a number of teaching guides and handbooks have been created to share resources and knowledge among educators. However, because this field is constantly evolving, guides like this one must be updated over time.

Section I: Experiential Education and Social Enterprise / Entrepreneurship

What is experiential education?

"Experiential education is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities." – Association for Experiential Education

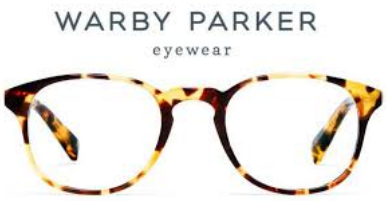
Social enterprises, as revenue-generating organizations, are practical by nature. Thus, it is essential that experiential education is infused into social enterprise and entrepreneurship education. Experiential education techniques may include written and digital case studies, field visits to social enterprises, and volunteer/intern work with social enterprises. It may also include coordinating public forums or expos, participating in social venture pitch competitions and more. Regardless of the choice of experiential education that instructors use, focus should be placed on understanding the dynamic nature of the concepts of social entrepreneurship and social enterprises, along with how they differ across contexts.

What is social entrepreneurship?

While the definition of social entrepreneurship has evolved over the years, it is oriented around the process of using commercial activity to generate revenue that is used, in part, to address social problems. Social enterprises, as organizations, may be legally structured as nonprofit organizations, for-profit businesses, or a combination of both. These organizations have a dual or triple bottom-line in the sense that aim to be financially, socially, and/or environmentally beneficial.

Examples of Social Enterprises

CK Café is a social enterprise in Camden, New Jersey that sells sandwiches, desserts, and other foods and beverages. However, it also has a job training program that intentionally hires people from disadvantaged backgrounds (e.g. homeless, formerly incarcerated) to gain culinary training skills and work skills in their café. Employees that graduate the program may be referred to work in local restaurants throughout southern New Jersey in an effort to increase their professional development and economic self-sufficiency.



Warby Parker is a for-profit business based in New York City that donates a pair of glasses to people that cannot afford glasses whenever a pair is purchased. Warby Parker also trains low-income people to sell glasses as entrepreneurs in different countries.

WOMEN'S
BEAN PROJECT™

The Women's Bean Project is a nonprofit organization based in Denver, Colorado that sells beans and jewelry to the general public in order to employ and produce professional development training to chronically unemployed women. Their goal is to break the cycle of poverty and to empower them to be their best selves.

This teaching guide offers resources, tools, and information that related to experiential education in social enterprise and entrepreneurship education. In regard to educators working at colleges and universities, campus experiential education initiatives related to social enterprise and entrepreneurship often live in different spaces on campus. For instance, social entrepreneurship may be taught in business schools, social work programs, departments of public policy and other departments. They may also be taught in institutes or offices of civic engagement or service-learning.

As such, it is not uncommon for social entrepreneurship to be taught differently on a given campus. It is thus important to create spaces for collaboration among students, faculty, administrators, and the community (e.g. entrepreneurs). Doing so may foster opportunities for sharing knowledge, resources, ideas, and skills.

Section II: Experiential Learning Assignments, Activities, and Readings

This section outlines various experiential learning assignments, activities, and readings that foster student understanding of social enterprise and entrepreneurship.

Examples of Major Experiential Learning Assignments

For-Profit to Nonprofit Social Enterprise Business Model Assignment
University of Vermont
The award-winning "Introduction to Community Entrepreneurship" course at the University of Vermont revolves around an assignment entitled "Dollar Enterprise" that runs a revenue-generating business on campus for four weeks. The first half of the course focuses on designing student businesses, building connections with local nonprofit organizations (that will receive the post-business profits), and acquiring resources beyond the $1 per student in a group startup funding that is given by the instructor. The second half of the semester involves running the business on campus for four weeks, dissolving it, and then donating the money to different charities. The course typically enrolls an average of 100 students per semester with 10 students in 10 business groups.

Using Entrepreneurship to Advance Community Economic Development in Jamaica
Study Abroad Course at Iona College
The "Using Entrepreneurship to Advance Community Economic Development in Jamaica" course at Iona College in New Rochelle, New York has students develop a business idea that they launch during the semester in order to raise airfare cost to conduct a community needs assessment in the island nation of Jamaica. Students work with a local organization in Jamaica to conduct the community needs assessment over spring break. After returning to the United States, students complete a community needs assessment report that is sent back to the organization for use in addressing a local problem.

Social Venture Consulting
University of Maryland
The Social Venture Consulting Program at the University of Maryland School of Business developed a consulting handbook to train incoming students in the program to be consultants. The handbook meticulously outlines the different phases of consultations, explains how to develop contracts with organizations, and more. The course is a practicum course aimed at equipping students with genuine consulting experience and skills.

Pop-Up Shop
Sheffield Hallam University
Sheffield Hallam University in Sheffield, England has a brick and mortar business venue that students and the community may use to sell goods and services, run workshops, exhibit creative works, or to host events.

Field Visit Ideas

Makerspaces

Makerspaces help entrepreneurs literally design and build their products. These spaces often have woodshops, machine shops, plastic studios, 3D studios, electronics shops and more. Some examples include Generator in Burlington, Vermont and the Brooklyn Makerspace in Brooklyn, New York.

Instrumentation and Modeling Facilities

These facilities are run by engineers that receive design ideas from entrepreneurs that they use to develop prototypes of products or instruments. They may help entrepreneurs develop prototypes or a minimum viable product to test their market before creating large batches of products.

Accelerator, Incubator, or Coworking Spaces

There is a growing rate of entrepreneurial accelerator programs, business incubators, and entrepreneurial coworking spaces that are being developed in major cities throughout the world. While their approaches vary, these programs aim to train entrepreneurs to develop businesses in a space where they are working (and sometimes living) with other entrepreneurs. Taking students to visit these spaces gives them an opportunity to discover an (often affordable) space where they can nurture and develop their business ideas with like-minded entrepreneurs. These spaces and places are often designed to nurture entrepreneurial creativity and innovation.

Figure 1. Examples of Accelerators, Incubators, and Coworking Spaces

Accelerators	Business Incubators (Often on College Campuses)	Coworking Spaces
The Ben Franklin Fintech Accelerator Philadelphia, PA	Gael Ventures Iona College New Rochelle, NY	Center for Social Innovation New York, NY
9Mile Labs Seattle, WA	Vermont Center for Emerging Technologies Burlington, VT	WeWork (Numerous locations)
LAUNCH University of California Berkeley, CA	Element46 Incubator White Plains, NY	KOI Creative Spaces White Plains, NY

Case Studies

Aspire: Building Partnerships through Social Entrepreneurship by John Ronquillo, PhD
The *Aspire: Building Partnership through Social Entrepreneurship* e-case study explores the history and development of a social enterprise in Chicago, Illinois that employs people with disabilities. It provides online modules that enable users to segment their learning or instructors to utilize different elements of the e-case to meet the needs of their class.

Greyston Bakery: Combatting Poverty by Making a Profit by Deborah Leipziger
This detailed written case study describes the beginnings and evolution of a social enterprise called Greyston Bakery in Yonkers, New York. Greyston Bakery bakes and sells brownies in an effort to generate revenue that it uses to hire people that struggle to obtain employment. Greyston Bakery has an open hiring policy that involves hiring anyone in need of employment regardless of criminal history and other factors that make it difficult to obtain employment. The case study explores the startup phase and evolution of the business. It highlights operational factors such as its revenue generation throughout the years, how the business chose to assess living wages, and its legal structure. Towards the end of the case study, a variety of discussion questions are outlined. These questions may be used to stimulate class discussions or may even be utilized to test student understanding of the process and practice of social entrepreneurship.

Transforming Good Intentions into Social Impact: A Case on the Creation and Evolution of a Social Enterprise, by Elizabeth A. R. Fowler, Betty S. Coffey, Heather R. Dixon-Fowler
This peer-reviewed case study article explores the startup phase of an organization called Wine for Water. It outlines a process model that can be used to start social enterprises. The case study is particularly useful for instructors teaching doctoral courses or doing case study research on social enterprises, as it offers various teaching notes and questions for interviewing social entrepreneurs.

Appalachian by Design Case Study, by Diane Lynch Maxwelton, Barbara Ann Elliott and Debbi D. Brock
This peer-reviewed case study article discusses the origins, development, and pivots of a social enterprise called Appalachian By Design. The case fosters a pedagogically intriguing discussion about what an organization intends to do and what needs to be done based on the beneficiaries that the social enterprise targets and the context where they live and work. It is suitable for undergraduate and graduate courses.

Resources for In-Class Readings

These resources are magazines and websites that offer useful information related to social entrepreneurship and enterprise. These resources may be used for in-class readings and exercises, as well as homework assignments or as general reading suggestions for students.

Nonprofit Quarterly
Nonprofit Quarterly is a magazine that features research-based articles and resources related to nonprofit organizations and social entrepreneurship.

Stanford Social Innovation Review
Stanford Social Innovation Review is a magazine that presents news and essays on philanthropy, social enterprise, public policy, business, and government.

Harvard Business Review
Harvard Business Review is a magazine that features articles and resources on various topics in business including social entrepreneurship and entrepreneurship in general.

Harvard Business School Social Enterprise Cases
Harvard Business School case studies explore a diversity of business topics including social entrepreneurship.

Social Change Innovators
Social Change Innovators is a website that offers a wealth of resources such as sample syllabi, presentations, course readings, and more related to social entrepreneurship and enterprise research and education.

Community Wealth Ventures
Community Wealth Ventures is a website that provides a diversity of resources and tools related to community development and social entrepreneurship.

Generosity Magazine
While Generosity Magazine features articles mainly related social enterprise events and opportunities in the Philadelphia area, the lessons from their articles are applicable to a diversity of audiences and contexts.

Yes Magazine
Yes Magazine is a nonprofit news organization that disseminates solution-oriented news and opinion articles.

Section III: Preparing Students for Careers

While many students that study social entrepreneurship aim to be social entrepreneurs, there are a diversity of career opportunities related to social enterprise and entrepreneurship that do not involve creating a new venture. A growing number of organizations seek people that are well-versed in knowledge and skills related to social enterprise and entrepreneurship. The icons below outline some career options.

Figure 2. Career Options for Students Studying Social Enterprise and Entrepreneurship



Trainings for Social Entrepreneurs

Global Social Entrepreneurship Certificate Program

International Council for Small Business

In-person and online global social entrepreneurship training program that aims to educate students, educators, researchers, government officials and small business owners. The program awards a certificate.

Starting Bloc

Starting Bloc is a transformational organization that trains people in facilitating workshops, team retreats, public speaking and more. They offer bootcamps and fellowships dedicated to elevating the worldview and skills of social change agents.

Conferences for Social Entrepreneurs

Social Enterprise Summit

The Social Enterprise Summit is an event hosted by the Social Enterprise Alliance convening of social entrepreneurs within the United States that focuses on giving them the knowledge, skills, resources, and network to create and run successful social ventures.

Social Enterprise Conference at Columbia University Business School

Columbia University Business School hosts an annual social enterprise conference on different themes related to social enterprise. In 2019, for example, the theme was *Capital for Good*, which explored the diversity of opportunities for financing, managing, and investing capital in social enterprises.

Skoll World Forum

The Skoll World Forum is an international conference that celebrates social entrepreneurs throughout the world. It is an event hosted by the Skoll Foundation, which financially and intellectually invest in social entrepreneurs focused on society's most pressing problems.

Seed Funding Competitions for Aspiring Social Entrepreneurs

Rockefeller Foundation-Acumen Student Social Innovation Challenge

Students pitch social enterprise business models that aim to combat poverty for a chance to win up to $20,000 and join a network of entrepreneurs and investors that aim to take their business idea to the next level.

Fowler Global Social Innovation Challenge

This social venture pitch competition awards up to $50,000 in funding and additional resources to students to develop a social venture that addresses a social and environmental problem.

Section IV: Tools and Resources for Educators, Researchers, and Practitioners

These practical tools and resources that can be used to facilitate student immersion into the social enterprise sector.

Tools for Student Projects or In-Class Use

Weaver's Social Enterprise Directory

Weaver's Social Enterprise Directory is a national, online directory that features information about the geographic location, social activities, goods and services, and legal characteristics of social enterprises throughout the United States. The directory features information on over 1,000 social enterprises in the nation.

Social Enterprise Law Tracker

The Social Enterprise Law Tracker is an online resource that tracks activities related to social enterprises legislation in the United States.

The Hubert Project

The Hubert Project is a web-based resource that provides a variety of different educational resources related to public affairs, public policy, and community development. Resources include video and written policy briefs, e-case studies, and electronic videos on research studies and their findings.

Benefit Report Examples

Benefit Corporations are for-profit business whose activities have a social and/or environmental impact. One of the requirements for Benefit Corporations is that they must complete annual reports that demonstrate their social/ public benefit. These reports should be publicly available or made available on request. Examples of Benefit Reports may help students better understand the various operations of social enterprises.

Major Academic and Professional Institutions in the Field

Ashoka

Since 1980, Ashoka has been a leading organization in the development of social entrepreneurship as a field. It is a community of social entrepreneurs and proponents of the field that provide educational opportunities and competitions related to support social entrepreneurs.

The Aspen Institute

The Aspen Institute is an organization that focus on advancing knowledge related to education and policy. Its website provides case studies, resources, training program information, and research articles on social entrepreneurship and the role of business in society.

Social Enterprise Alliance

The Social Enterprise Alliance is a leading membership organization for work on social enterprise in the United States. It has various member chapters across the nation and provides workshops, webinars, and networking events on social enterprise.

B Lab

B Lab is a nonprofit organization that awards B Corp certification to for-profit businesses that have a social mission. While based in Pennsylvania, its members are businesses all over the world. B Lab has been a driving force behind the development and advancement of Benefit Corporation legal business entity in the United States.

Conferences for Social Enterprise/ Entrepreneurship Research

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

The annual ARNOVA conference convenes over 1,000 academics, practitioners, and policy makers doing work related to nonprofit organizations, public policy, social entrepreneurship and enterprise, and philanthropy.

Colloquium for Research on Social Entrepreneurship

This annual colloquium is hosted by the ARNOVA Social Enterprise/ Entrepreneurship Section Colloquium. It is a small, but growing gathering of academic and industry researchers. The colloquium provides time for extended research presentations and collegial feedback. This colloquium also features dinner at a social enterprise, giving participants an opportunity to experientially engage with social entrepreneurs, their beneficiaries, and/or their employees.

United States Association for Small Business and Entrepreneurship (USASBE)

The annual USASBE Conference focuses on entrepreneurship education and the practical application of entrepreneurship research. USASBE has a Social Enterprise Special Interest Group that presents awards and highlights leading social entrepreneurship educators.

International Society for Third Sector Research (ISTR) Conference

The International Society for Third Sector Research (ISTR) Conference explores topics related to NGOs, non-profit organizations, social enterprises, philanthropy, foundations, voluntary associations, social economy organizations, community organizations, and civil society organizations.

The Annual Social Entrepreneurship Conference

The Annual Social Entrepreneurship Conference brings together students, academic and practitioners to discuss topics and review the latest tools pertaining to social entrepreneurship, social enterprise, social innovation, sustainability and impact.

EMES International Research Network Conference on Social Enterprise

This biannual, international conference convenes scholars, practitioners, and policy makers to explore the latest research and tools related to social enterprise and social economy.

Journals that Publish Work Related to Social Entrepreneurship

- Academy of Management Learning & Education
- Academy of Management Review
- Accounting, Organizations and Society
- Administration & Society
- Administrative Theory & Praxis
- American Journal of Business Education
- American Review of Public Administration
- Business Horizons
- California Management Review
- Entrepreneurship Education and Pedagogy Journal
- Entrepreneurship Research Journal
- Entrepreneurship Theory and Practice
- Entrepreneurship and Regional Development
- Frontiers of Entrepreneurship Research
- International Entrepreneurship and Management Journal
- International Journal of Entrepreneurship and Innovation
- International Journal of Innovation and Regional Development
- International Journal of Management Education
- International Journal of Nonprofit & Voluntary Sector Marketing
- International Journal of Public Administration
- International Undergraduate Journal for Service-learning, Leadership and Social Change
- Journal of Business Ethics
- Journal of Business and Society Review
- Journal of Innovation and Entrepreneurship
- Journal of Nonprofit Education and Leadership
- Journal for Nonprofit Management
- Journal of Nonprofit & Public Sector Marketing
- Journal of Public Affairs Education
- Journal of Small Business and Enterprise Development
- Journal of Policy Analysis & Management
- Journal of Political Economy
- Journal of Small Business and Enterprise Development
- Journal of Social Entrepreneurship
- Nonprofit and Voluntary Sector Quarterly
- Nonprofit Management and Leadership
- Nonprofit Policy Forum
- Public Administration Review
- Small Business Economics
- Social Enterprise Journal
- Venture Capital
- Voluntas

Section V: Syllabus, Classroom Activities, and Assignment Examples

Special Topics: Social Entrepreneurship, Civic Engagement, and Community Development
Department of Public Policy and Administration
50:975:381:01

Rutgers University-Camden, Spring 2017
Time: Tuesdays and Thursdays, 9:30-10:50a.m.
Classroom: Armitage Hall, Room 226
Mailbox: 401 Cooper Street, 2nd Floor

Instructor: Rasheda L. Weaver
Email: Rasheda.weaver@rutgers.edu
Office Hours: By Appointment

Course Description
Social entrepreneurship involves using business to address social problems. This course explores theory, practice, and policy regarding social entrepreneurship. In doing so, it aims to foster conceptual and experiential knowledge about its use as a community development strategy.

General Education Perspective
This course meets the general education requirement because of its focus on a growing form of business called social enterprise. Social enterprises are businesses that aim to alleviate social issues. Social enterprises have grown throughout the United States since the 1970s, but especially after the global financial crisis of the late 2000s. Four state legal entities currently exist for social enterprises. At least one is available in thirty-six states. The growth in social enterprise is due to the idea that they are a strategy for both generating revenue and advancing community and economic development. Without knowing, most students may have received services from social enterprises or have patronized them (e.g. Newman's Own, TOMS Shoes, Etsy). Thus, it is essential to have a deep understanding of these businesses so they are aware of how their work may influence their lives and communities.

Engaged Civic Learning
Engaged civic learning is a high-impact educational practice that reinforces and refines the theories, models, and methods that students learn in the classroom through real-world, hands-on experiences with local non-profit organizations and other community partners.

Learning Objectives
This course aims to:

- Foster knowledge about the use of social enterprise and social entrepreneurship as a community development tool, particularly throughout the United States.
- Disseminate information about diverse strategies for improving impoverished areas.
- Provide an experiential context that fosters conceptual learning and practical training. Specifically, students should develop a general understanding of concepts discussed in class, while also strengthening their written and oral communication skills.
- Advance understanding about how universities and individuals may work with community-based organizations.

Learning Goals
In effort to achieve the learning objectives above, students in this course will be expected to:

- Read academic literature, critique case studies, watch educational videos, and engaged in critical discussions of social enterprise and social entrepreneurship.
- Reflect on their learning through written work (e.g. reflections, final paper) and oral communication (e.g. class discussions, final presentations).
- Engage in intellectually stimulating discussions and activities with community partners (e.g. field visits and the community needs assessment).

Course Requirements

Attendance and Participation: (30%)
This is a discussion-based course so attendance and participation is crucial to the learning experience. Students are expected to attend each class and to engage in class discussions. In the case of emergency, students may notify me via email of their absence prior to class.

Field Visit Reflections (10%)
There will be two field visits throughout the course. The purpose of field visits is to engage students with actual social entrepreneurs in effort to deepen experiential understanding of concepts studied throughout the course. The field visits will likely take place at social enterprises in Camden, New Jersey (e.g. CK Café, South Camden Farms via Center for Environmental Transformation).

Cases (20%)
Towards the latter half of the semester, students are expected to read two case studies of social enterprises in the United States and answer questions that demonstrate their knowledge of the concepts learned in the first half of the course.

Survey Research Project (30%)
Students will conduct a community needs assessment for the Neighborhood Center, a nonprofit organization that seeks to evolve into a social enterprise. For the project, students will develop, administer, analyze, and present results of a questionnaire that identifies social issues affecting the Bergen Square neighborhood of Camden, New Jersey. Results will inform the services offered at The Neighborhood Center. The survey should identify social issues and challenges affecting Bergen Square. The survey should be conducted in-person using a "paper and pencil" questionnaire.

***Final Report* (10%)**
Students must write a final report of the community needs assessment conducted for the Neighborhood Center. The report should outline the method used to obtain the data, survey results, and acknowledgements. It should also provide demographic data on the Bergen Square neighborhood to enhance the assessment results.

Materials/Texts
Scholarly articles are assigned for most classes. These readings are listed for each class in the course schedule. The articles will be uploaded and available for download/print on Sakai. Textbooks are not required for this course.

Evaluation/ Grading Policy

Grade	*Numerical Equivalent*
A (Excellent)	89.5-100
B+	84.5-89.49
B (Good)	79.5-84.49
C+	74.5-79.49
C (Fair)	69.5-74.49
D (Poor)	59.5-69.49
F (Failing)	0-59.49

Other Policies

Late Assignments

I strongly urge you to plan your time. Under no circumstances will I entertain changing the due dates for written work or exams. Late assignments will simply not be accepted. The only conditions for granting extensions will be documented illness or family emergencies.

Plagiarism and Statement on Academic Honesty

Plagiarism occurs when you present someone else's ideas, arguments or evidence as your own without attribution or acknowledgement. Plagiarism occurs in, but is not limited to, the following instances: copying or paraphrasing someone else's writing without acknowledgement; using someone else's facts or ideas without acknowledgement; submitting someone else's work, or work that you have submitted for another course. Plagiarizing undermines the very foundation of our academic community and thus cannot and will not be tolerated. Information on academic integrity rules at Rutgers can be found at http://academicintegrity.rutgers.edu/policy-on-academic-integrity. Any violation may be submitted for disciplinary action to the Associate Dean of Arts & Sciences on the Rutgers Camden campus.

Accommodations for Students with Disabilities

If you are challenged by a disability that may impede your academic progress, please contact the College Coordinator to discuss campus disability services and support. Every effort will be made toward a reasonable accommodation in accordance with Rutgers University's policy and procedures and the College Coordinator's recommendations.

Our Syllabus

I reserve the right to make changes to the syllabus, including the potential changes in reading assignments, but promise adequate warning and no future financial costs to you.

Classroom Conduct

Thank you for your interest in this class. Teaching and learning require a community of teachers and learners. I fully expect that throughout the entire semester we come together as a community of teachers and learners, and require that we treat one another with the utmost courtesy and respect. This means that we respect all opinions courteously even in times of disagreement. This also means I'd like you to turn your cell phones off or put them on vibrate if you are dealing with a family emergency. If you absolutely must take a call, please excuse yourself and take the call outside the classroom. Please refrain from reviewing your text messages, emails, or by surfing the web while in class. This is a distraction to me and likely to other of your fellow classmates. Thank you for your cooperation.

Course Schedule

Week	Date	Theme	Topics	Readings (read by class date)	Assignment Due
1	Tuesday Jan 17th	What is Social Entrepreneurship?	Syllabus Review Introduction to Course		
	Thursday Jan 19th		How are social entrepreneurship and social enterprise defined? What are some examples of social enterprises?	Dees (1998) Mair & Marti (2006) (pages 1-8)	
2	Tuesday Jan 24th	History and Critiques of Social Enterprise	Social enterprise in the United States and around the world; ICSEM	Kerlin (2006) Gordon (2015)	
	Thursday Jan 26th		Critiques regarding definition, measurement, efficacy, and issues with profit-based models	O'Toole & Vogel (2011) Dacin, Dacin, & Tracey (2011)	
3	Tuesday Jan 31st	Social Enterprise and Community Development/ Engaged Civic Learning	Institutional Purpose - How is social enterprise being used to advance community development?	Eversole (2013) Seelos et al. (2010)	
	Thursday Feb 2nd		Role of engaged civic learning in the course and why it is useful for understanding social entrepreneurship.		

4	Tuesday Feb 7th	Social Enterprise and Community Development (continued)	**Field Visit to CK Café**		
	Thursday Feb 9th		*Field Visit Reflection* What techniques do social enterprises use to combat social issues?	Alvord et al. (2004) Teasdale (2010)	Written reflection
5	Tuesday Feb 14th	Institutional Context	What is the relationship between social enterprise emergence and socio-economic context?	Mair & Marti (2009) Stephen et al. (2015)	
	Thursday February 16th		How does geographic context influence social enterprise development and models?	Kerlin (2013) Lepoutre et al. (2013) (GEM Study)	
6	Tuesday February 21st	What It's Like to be a Social Entrepreneur	Social Entrepreneur Video		
	Thursday February 23rd		Video Reflection and Field Visit Preparation		
7	Tuesday February 28th	Opportunity Identification	**Field Visit to the Neighborhood Center**		
	Thursday March 2nd		Field Visit Reflection *Begin survey project*	Phillips &Tracey (2007) Dees & Anderson (2003)	Written reflection
8	Tuesday March 7th	Business Planning	Social enterprise business planning	Conway (2008) Fruchterman (2011)	
	Thursday March 9th		Developing social enterprises specifically for capacity building	Weaver (2016) Custer (2015)	Case Study
9	Tuesday March 14th	No Class – Spring Break			
	Thursday March 16th	No Class – Spring Break			
10	Tuesday March 21st	Models, Characteristics, and Governance of Social Enterprises	Revenue sources, employees, and collaborations.	Thiru (2015) Mair et al. (2012)	
	Thursday March 23rd		Legal structures	Murray (2012) Ebrahim (2014) Weaver (2015)	

11	Tuesday March 28th	*Assessment Data Collection*	Data collection in the field		
	Thursday March 30th	*Assessment Data Collection*	Data collection in the field		
12	Tuesday April 4th	Data Entry	**Research background information for final report** Meet in the Electronic Classroom in the Robeson Library		
	Thursday April 6th	Data Entry	**Start Data Entry** Meet in the Electronic Classroom in the Robeson Library		
13	Tuesday April 11th	Social Impact, Success Factors, and Challenges	What is the impact of social enterprise?	Thornley et al. (2015) Lynch et al. (2008) (case)	Case Study
	Thursday April 13th		Success Factors and Growth Challenges	Sharir & Lerner (2006) Hynes (2009)	
14	Tuesday April 18th	Scaling Social Entrepreneurship	How is social impact measured (e.g. SROI, the capability approach)?	Lingane & Olsen (2004) Mulgan (2010)	
	Thursday April 20th		What does it take to scale a social enterprise (e.g. Mulebone)?	Bradach (2003) Harris & Kor (2013)	
15	Tuesday April 25th	Course Wrap-Up	Community needs assessment results presentation		
	Thursday April 27th		Reflections on course (Last Day)		Final Paper

MAJOR ASSIGNMENT

Note: This six-page packet is given to students around week six or seven in order to prepare them to conduct their community needs assessment.

The Neighborhood Center's Community Needs Assessment Project Packet

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Purpose

The purpose of The Neighborhood Center's community needs assessment is to obtain information about fresh food eating patterns and practices of residents in the Bergan Square and Waterfront South neighborhoods of Camden, New Jersey**.** The Neighborhood Center will utilize this information to design the services and programs offered at a for-profit business they aim to develop in effort to transform their organization into a social enterprise. The for-profit business will be a hydroponic greenhouse that sells fresh produce, seedlings, and spices to local and regional citizens. Data from the assessment may also be utilized to develop grants and to outline The Neighborhood Center's activities in their annual report.

Goals of the Community Needs Assessment

1. To assess the state of knowledge regarding the Neighborhood Center's services in the local community – Bergen Square and Waterfront South.
2. To explore resident produce-related nutritional behaviors.
3. To identify programs related to fresh food that residents would participate in.

Data Collection Procedure

Data collection will include going door-to-door in the Bergan Square neighborhood (see map of Camden on page 3). A shuttle bus will pick students up at 9:30a.m. in front of the Rutgers University-Camden Business and Sciences Building on Tuesday March 28th and Thursday March 30th. It will drop students off in front of The Neighborhood Center. Students should then ask locals to complete the assessment. Students must collect a **minimum of 20 assessments each over the two days in effort to reach a minimum total of 100 completed assessments.** On both dates, a shuttle bus will pick students up in front of The Neighborhood Center at 10:40a.m. and return them to Rutgers University-Camden Business and Sciences Building by 10:50a.m.

Students should collect data from adults. Places they may collect data from include:

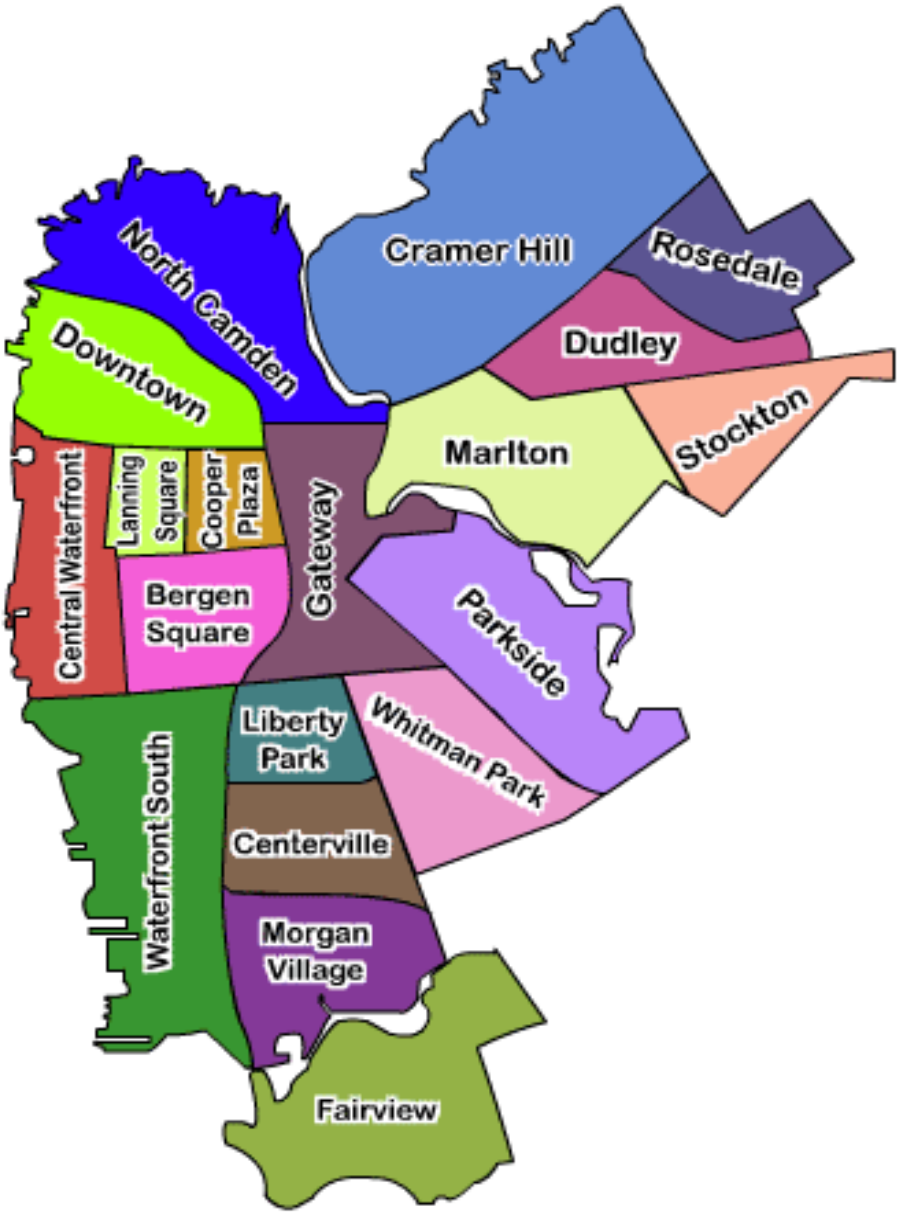
- Residential houses (Complete assessment at the door. Do not enter the house.)
- Educational institutions such as: Wiggins High School, KIPP Cooper Norcross Academy, or Sacred Heart School.
- Stores and businesses
- Faith-based institutions
- Community-based organizations

Student Team
All students will participate in designing (including creating a title for the project (e.g. Fresh Food for Camden; Project Produce) and disseminating the assessment. They will also work as a team, in class, to enter the data they collect and to assess the results. However, students must also sign-up for one or more roles related to reporting needs assessment findings including:

- Presenters
    - Presenters will discuss findings during an in-class Power Point or Prezi presentation to The Neighborhood Center's Vedra Chandler, Senior Director of Programming, and Kim Coffina, Urban Farm Organizer.
- Researchers
    - Researchers will uncover background information for the final report that includes assessment findings, but also outlines demographic and historical characteristics of the Bergen Square and Waterfront South neighborhoods and The Neighborhood Center. Researchers are encouraged to be creative and to reference other community-based project reports.
- Graphic Designers
    - Graphic designers are expected to design the visuals for the Power Point or Prezi presentation and the final report. These students should aim to make the presentations and reports look and feel like professional materials.

Grades
The community needs assessment is worth 30% of each student's final grade. The grade will be based on factors such as the development and administration of the assessment, analysis and presentation of results, and team member productivity (each student will evaluate each person on their team). The final report is worth 10% of student grades. The grade will be based on the quality and presentation of assessment findings.

Map of Camden, New Jersey



Important Dates and Activities

Date	Task	Activities
2/28	The Neighborhood Center Field Visit	• Tour the facility and inquire about social enterprise goals.
3/2-3/9	Survey Development	• Develop the assessment in class. Then email it to Vedra in effort to obtain feedback.
3/28 and 3/30	Data Collection	• Students will survey the Bergen Square and Waterfront South neighborhoods.
4/4 and 4/6	Data Entry	• Class will meet in the *Robeson Library Electronic Classroom* for the Data Entry Party!
4/11-4/20	Data Analysis and Interpretation	• Students learn how to utilize Qualtrics Survey Software to analyze survey results.
4/25	Presentation of Results	• Students present assessment results in class.
4/27	Results Reporting	• Students submit a paper copy of their completed final report, as well as submit another via email. • Students learn about how to list their work on their resume/CV.

Terms to Know

Civic Engagement
Striving to make a difference in the civic life of a community and making an effort to acquire the values, skills, and education needed to make that difference. Examples of civic engagement include voting, protesting, developing civic-minded organizations that inform people of their rights, being a public servant (e.g. president; senator; councilman/woman), or engaging in volunteer work that improves a community.

Community Development
The process of building solidarity (unity) and agency (action) in effort to advance community-based efforts. Essentially, community development involves capacity building. It also involves increasing the assets within a community (e.g. human capital (intellect, health, and skills)).

Economic Value
Private gain for a social enterprise, usually consisting of monetary gain. Economic value may also consist of benefits that reduce the costs of business operation (e.g. grants, tax incentives/benefits).

Environmental Value
Activities that social enterprises engage in that benefit the environment or reduce negative issues affecting the environment.

Loss
The amount by which the cost of business activities exceeds the business's revenue.

Market
An area or arena where commercial activities are conducted. A market is a place for the buying and selling of goods and/or services.

Output
The goods and services produced by an organization. Output is often calculated by assessing the number of goods or services produced over a given period of time (e.g. quarterly, annually).

Profit
The monetary surplus of a business after deducting all its expenses (the costs of conducting the business (e.g. wages, equipment purchases)).

Revenue
The money generated (e.g. income) by a business.

Social Enterprise
An organization that has a dual mission through which it aims to create social and economic value (and sometimes environmental value). The organization may be nonprofit, not-for-profit, for-profit, or combination of these organizational forms known as a hybrid.

Social entrepreneur
The social change agent(s) (e.g. owner, manager) that runs the social enterprise.

Social entrepreneurship
The process of using business to address social (and sometimes environmental) problems.

Social Value
Activities social enterprises engage in that relate to social welfare, public benefit, or advancing human development in some manner.

CLASSROOM ACTIVITY

Reading and Activity: Fair-Share Brewing

Reading: Lavecchia, O. (2015). These Neighbors Got Together to Buy Vacant Buildings. Now They're Renting to Bakers and Brewers. Retrieve from: https://www.yesmagazine.org/economy/2015/09/04/neighbors-got-together-buy-vacant-buildings-renting-bike-shop-brewer/

Learning Objectives

By the end of this class assignment, students will be able to:

- Apply and utilize entrepreneurial language to assess opportunities.
- Recognize that failure is a part of and essential to the entrepreneurial process.
- Evaluate social venture models based on their understanding of knowledge .

Instructions

Take 10 minutes to read the article on an organization called Fair-Share Brewing in Minnesota then answer the questions below. Each question should be answered in one to two paragraphs.

1. What are the elements of Fair-Share Brewing's productive opportunity space (actor; valuable service; and resources)?
2. What are some challenges that could have held Fair-Share Brewing back from starting their business? How did they overcome them?
3. What social, political, and environmental concerns were important in their establishment and development?
4. What are your thoughts on the real estate cooperative model? Do you think it could work anywhere? If not, where?

MAJOR CLASS ASSIGNMENT

Case Study Assignment: Lynch, D., Elliott, B. A., & Brock, D. D. (2008). Appalachian By Design: Lessons on creating social value. *Social Enterprise Journal*, *4*(3), 229-241.

Learning Objectives:
By the end of this case study, students will be able to:

- Understand the importance of incorporating beneficiaries into the process of designing a social enterprise.
- Recognize that a company's financial performance may vary over time due to internal and external circumstances.
- Apply theories to different examples of social enterprises in order to assess their accuracy

Instructions: Read the case study on a United States-based social enterprise called Appalachian By Design and answer the questions below. Each question should be answered in 2-3 paragraphs. All concepts should be explained in your answer. All answers must be explained for full credit. Examples that draw from the case, previous readings, or class discussions may be used to illustrate a concept. *Note: This case study is worth 10 points towards the final grade*

1. Social entrepreneuring models focus on: 1) (re)defining a social problem, 2) identifying target constituents, and 3) developing an activity (intervention) to alleviate the problem. What is the social entrepreneuring model for Appalachian By Design? How does the model enable them to serve the needs of their community? (2 points)

2. Why did Appalachian By Design use a feasibility study before starting their business? What did the feasibility study reveal about their organizational/legal structure? Why did they choose not to do what the study recommended? (3 points)

3. Review Appalachian By Design's financial summary in Table I on page 235. What do you notice about their total grant and earned revenue between the years 1996 and 2004? What do you notice about their net income? In general, how does this information relate to the challenges of running a social enterprise in general, but especially a nonprofit social enterprise? Consider factors like business planning, legal structure, and economic downturns. (3 points)

4. What kind(s) of capital would Mair et al. (2012) suggest Appalachian by Design strives to create? Forms of capital include economic capital; human capital; social capital; and political capital. Social enterprises, in general, may advance one or more simultaneously. (2 points)

MAJOR CLASS ASSIGNMENT

Case Study Assignment: Custer, N. (2015). IN Like Flint: How the Innovation Incubator at UM–Flint Fosters Social Entrepreneurship in a City Remaking Itself. *Metropolitan Universities*, *26*(1), 53-70. Access here: https://journals.iupui.edu/index.php/muj/article/view/20988

Learning Objectives:
By the end of this case study, students will be able to:

- Communicate, in writing, their understanding of the concepts discussed in class and their connection to the practice of social enterprise.
- Describe the purpose of business incubators as one type of entrepreneurial support organization.
- Assess the need and potential effectiveness of business incubators for social enterprises.

Instructions: Read the case study on a social enterprise incubator and answer the questions below. Each question should be answered in 2-3 paragraphs. All concepts should be explained in your answer. Examples that draw from the case, previous reading, or class discussions may be used to illustrate a concept.

1. What makes IN a social enterprise incubator and how does it help social entrepreneurs act on productive opportunity spaces?

2. Is IN embedded within its community? Why or why not?

3. What theory about institutional arrangement (institutional voids theory or institutional support theory) most aligns with the reason IN shifted its focus to offer social enterprise services as opposed to just commercial enterprise services? Explain your answer.

4. Does IN help social entrepreneur's with bricolage? If so, how? If not, why not?

5. Does IN help social entrepreneurs address any common critiques of social enterprise? Explain your answer.

Section VI: Readings on Social Entrepreneurship

Core Academic Readings in Social Entrepreneurship

Complied by Debbi D. Brock, Wingate University

Alvord, S.H., Brown, L.D., & Letts, C.W. (2004). Social entrepreneurship and societal transformation: an exploratory study. *Journal of Applied Behavioral Science*, *40*(3), 260-283.

Alvarez, S. A., & Barney, J. B. (2007). Discovery and creation: Alternative theories of entrepreneurial action. *Strategic Entrepreneurship Journal*, *1*, 11–26. doi.org/10.1002/sej.4

Amit, R., & Zott, C. (2001). Value creation in E-business. *Strategic Management Journal, 22*(6–7), 493–520. doi:10.1002/smj.187

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice, 30*(1), 1–22. doi:10.1111/j.1540-6520.2006.00107.x

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Battilana, J., & Dorado, S. (2010). Building sustainable hybrid organizations: The case of commercial microfinance organizations. *Academy of Management Journal*, *53*(6), 1419–1440. doi.org/10.5465/amj.2010.57318391

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Corbett, A. (2016). Social entrepreneurship as a norm? *Journal of Management Studies, 53*(4), 608–609. doi:10.1111/joms.12204

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Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *The Academy of Management Perspectives*, *24*(3), 37–57. doi.org/10.1287/orsc.1100.0620

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