The Evolution of Social Entrepreneurship: A Global Perspective

Fall 2016

Course Designer and Advisor:

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Class Times:

Tuesdays: Uris Hall, 333. 4:00 to 7:15 pm
Fridays: Uris Hall, 333. 4:00 to 7:15 pm

This course is offered in the Fall 2016 between September 6th and 27th. The course comprises six sessions as follows:

<table>
<thead>
<tr>
<th>Tuesday – 4:00 to 7:15 p.m. Uris 333</th>
<th>Friday – 4:00 to 7:15 p.m. Uris 333</th>
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<tbody>
<tr>
<td>September 6th</td>
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<td>September 13th</td>
<td>September 16th</td>
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<td>September 20th</td>
<td>September 23rd</td>
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<td>September 27th</td>
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REQUIRED COURSE MATERIAL

See description of required readings for each session, described below. In addition, see questions to prepare before the beginning of each class, INCLUDING THE FIRST CLASS.

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

There are no prerequisites for this course. The learning in this course will use, build on, and extend concepts covered in the following core courses:

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Connection with Core</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>1. Building Teams</td>
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<td></td>
<td>2. Ethics</td>
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<td></td>
<td>3. Influence and Persuasion</td>
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<tr>
<td>Strategy Formulation</td>
<td>1. Trade offs, value-added efficiencies</td>
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<td>2. Creation of value vs. value capture</td>
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<td></td>
<td>3. Behavioral and evidence-based strategy</td>
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<td></td>
<td>4. Ethics and IBS</td>
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<tr>
<td>Global Economic Development</td>
<td>1. What is the role of social entrepreneurship in the economic system?</td>
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<td></td>
<td>2. How do entrepreneurs create markets that drive economic development?</td>
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<td></td>
<td>3. Short term vs. long term trade-offs in relation to economic and social development</td>
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<tr>
<td>Marketing Strategy</td>
<td>1. Customer Analysis</td>
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<tr>
<td></td>
<td>2. Branding</td>
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<td></td>
<td>3. Reaching economically/socially/politically disadvantaged populations</td>
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COURSE DESCRIPTION – GLOBAL OVERVIEW

Social entrepreneurship refers to the practice of combining innovation, opportunity and resourcefulness to address some of our most challenging social, economic and environmental problems. To accomplish their transformational goals, social entrepreneurs create ventures that may be for-profit or non-profit, but the priority is on catalyzing social progress through triggering systems-changes that improve the lives of people and the planet. Social entrepreneurship has a particular function in the economic ecosystem, but because it is focused primarily on value creation rather than value appropriation, entrepreneurs working with this mission must juggle multiple bottom lines.

The course will examine how innovative social ventures are tackling some of the world’s most pressing problems and engaging with more traditional actors seeking to learn from and support their efforts. What are the particular challenges these entrepreneurial ventures with a social or environmental mission face as they start up, strengthen and scale their organizations? How are they different from charitable non-profits or from mainstream businesses? What leadership role do these organizations play in society? Why does social entrepreneurship matter, and what are the evolving trends? And how does the context in which they are spawned influence the problems they address, the innovative approaches they spearhead, the organizational and business models they pursue, and the partnerships they
forge? What sources of capital are available to start up and grow their ventures, given that their main aim is “purpose maximization” rather than maximizing returns for shareholders?

COURSE OBJECTIVES

1. To gain an understanding of the evolution and trends in entrepreneurship focused on advancing social progress, and how this approach is distinct from other organizations in the economic and social system.

2. To learn about the diverse and changing business models social entrepreneurs use to advance their objectives and how this is based on their understanding of the problem they are trying to solve.

3. To reflect on the balance between scaling and innovation, and the « scaling pathologies » inherent in the quest for both.

4. To give students an opportunity to work on a topic of their choosing with a group of peers and learn how different ventures are combining innovation, opportunity and resourcefulness to address a critical challenge.

Leading social entrepreneurs and others in the supporting ecosystem working internationally will participate in the course, sharing insights and experiences on the issues examined. The course will draw upon lectures, case studies (live and documented), and group work.

September 6th:  **Apprenticing with the Problem: An Entrepreneur’s Journey** - Guest Speaker: **Marc Koska**, Lifesaver and Safe Point Trust

September 13th:  **The Challenge of Gaining Trust with BOP Communities** – Guest Speaker: **TBD**

September 16th:  **The Nature of Entrepreneurship and Entrepreneuring** – Guest Speaker: **Linda Rottenberg**, Co-Founder and CEO, Endeavor

September 20th:  **Reaching the Poor with Market-based Solutions: The African Case** - Guest Speaker: **Ndidi Nwuneli**, Co-founder, Sahel Capital; Co-Founder, AACE Foods, Founder, LEAP.

September 23rd:  **Beyond the Start Up** - Guest Speakers: **Kyle Zimmer**, Founder and CEO, First Book and **Sara Horowitz**, Founder and CEO, Freelancer’s Union and Working Today

September 27th:  **Discussion on BRAC case study (to be distributed in class) and group presentations.**
ASSIGNMENTS AND METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Type</th>
<th>Designation</th>
<th>Discussion of concepts</th>
<th>Preparation of submission</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>group / group</td>
<td>Permitted with designated group</td>
<td>By the group</td>
<td>Same grade for each member of the group</td>
</tr>
<tr>
<td>B</td>
<td>group / individual</td>
<td>Permitted</td>
<td>Individually</td>
<td>Individual</td>
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| Individual class participation | 10% |
| Individual writing assignment (type B) | 60% |
| Group Assignment (type A) | 30% |

As depicted above, students will be evaluated based on attendance and individual class participation (10%), one individual writing assignment (60% of grade and due Friday, October 7th), and one group assignment (30% of grade) to be presented on the final day of class, September 27th. Guidelines will be circulated in class on the first day of class.

**Assignment 1:** Due September 27th, in class presentations by groups

- **Designation:** Group - Type A
- **Discussion of Concepts:** Permitted with designated group
- **Preparation of Submission:** By the group
- **Grade:** Same grade for each member of the group

**Nature of Assignment 1: Apprenticing with the Problem**

There are a growing number of social business plan competitions, with entrants asked to pitch their business solutions to a social problem. Increasingly, large percentages of the entrants to these competitions are proposing business models to tackle problems they have never lived, and in far too many cases, problems they know little to nothing about. For example, a group of MBA students get together to pitch a company designed to help rural African farmers when none of them have ever lived in Africa nor been farmers. Or students present an idea for helping to keep kids out of jail, yet they have never known anyone who has been in jail and have a very limited understanding of the plethora of other initiatives trying to tackle this problem, let alone the lessons that can be learned from those vast efforts.

In the Apprenticing with a Problem assignment, rather than pitching a “solution” and being judged on the viability of your group’s business pitch, you and your group will instead present your understanding of the ecosystem of the current
solutions to the problem, the lessons that can be learned from the existing efforts, and the market opportunities or levers of change available for those who are looking to get involved in adding to a collective solution.

This is a group assignment where you will be asked to identify a problem you believe to have significant negative social/environmental/economic consequences for specific population groups from a preliminary list provided (to which you can add your own). You will then be grouped with other students in the class according to the similar nature of the issues they have individually identified.

The group will work together to come up with an “ecosystem map. **Your presentation should be organized into two sections:**

**Part 1: Problem Overview**

- What is the problem? (who/what is being effected, numbers/demographics, visualization of the size and scope of the problem in different areas);
- Who are the stakeholders?
- What are the current solutions or efforts by stakeholders to address the problem? (public, private sectors, civil society, media, researchers, others?);
- **Market opportunities & levers of change** (what opportunities are there to increase the impact of the current solutions landscape, what efforts are missing that might provide increased collective impact, where can future entrepreneurs add value and what key components should those market entrants build upon from the existing efforts?)

**Part 2: Your venture selections**

You will present the three ventures you have selected and EXPLAIN why each of them fulfills the following criteria:

The Venture:

a. has an innovative, systems-changing approach that addresses the ROOT CAUSES of a problem rather then a palliative approach (assuaging suffering)

b. has a financially sustainable model (independent of whether it is structured as a for-profit or non-profit)

c. mainly falls into the business model of 1) a market hybrid, 2) a blending hybrid, 3) a bridging hybrid, 4) a coupling hybrid (see discussion of business models in Session 2).

d. focuses on building cross-sectorial partnerships rather than following a “lone ranger approach”

e. has monitored and evaluated the outcomes of their approach and can prove it works

**You will also be asked to include what, in your team’s opinion, can be done to accelerate its impact. Remember that capital is NOT enough.**

You will be assessed on the following:

- Introduction is clear and succinct
- Strongly backs each of the criteria outlined above
• Clear presentations (select the best presenters in your group)
• Quality of analysis - why this venture?
• Keeps to allotted time and responds fully and coherently to questions

2. The last day of class, your group will have a **MAXIMUM of 20 minutes** to present followed by **5 minutes of Q & A** from your classmates. Guidelines on group presentations will be provided in class.

**Assignment 2**: Due October 7th. **Send via email to both:** pamela.hartigan@gmail.com and melanie.edwards@mobilemetrix.org

**Designation**: Group/Individual – Type B

**Discussion of Concepts**: Permitted

**Preparation of Submission**: Individually – NO sharing of any portion of the submission

**Grade**: Individual

**Nature of Assignment 2**: The assignment due October 7th (60%) will be a 2,500 word comparative critique of **2-3 of the readings assigned** for the class and drawing upon insights shared by at least **two of the guest speakers**.

The critique should begin with a brief overview of each of the articles to be compared and contrasted. The overview section should not be more than 400 words in length and should comprise a summary of the main points of each reading. The majority of the paper should contain 1) a clear articulation of the key points you agree or disagree with each author, 2) how each author’s position complements or contrasts with the others selected for the critique, 3) how the guest speakers included in the critique reinforce (or not) your - and each critiqued author’s - point of view, **4) AND THIS IS CRITICAL: What recommendations do you have to support the organization to further scale whilst continuing to innovate?** You can draw on your own experience to underpin your viewpoint.

**CLASSROOM NORMS AND EXPECTATIONS**

This is a very condensed class, running for only three weeks. You are expected to attend all six classes for the 3.5 hour sessions each time. Leaving during the class must be justified to the satisfaction of the instructor.

Use of cell phones or other devices are strictly prohibited and use of laptops and iPads will be permitted ONLY during group work time.

You are expected to have eaten before you come to class as eating in the classroom is not allowed.

**COURSE SESSIONS**

**Session 1**: Introduction/Overview – Theme: **Scaling Innovation for Impact** *(this will be the theme that runs throughout the course)*

**PLEASE NOTE**: These readings are due BEFORE the first class meets on Tuesday, September 6th

**Questions for class discussion (be prepared to discuss these in class):**
1. Where do good ideas come from?

2. Should you share your “great new idea” with others, and if so, when?

3. With the buzz round innovation, why do Seelos and Mair argue that it is not the Holy Grail? Do you agree with their position?

REQUIRED READINGS:


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**Session 1 Theme: An Entrepreneur’s Journey**

This class will begin with an overview of the objectives of the course, the expectations and the assignments. It will go on to discuss the readings and provide different examples of each of the business models in the Santos, et.al. article.


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**Session 2 Theme: The Challenge of gaining trust with BOP communities**

Questions for class discussion (be prepared to discuss these in class):

1. Why do entrepreneurs from the USA and UK primarily rush off to set up ventures in an African country they may have never been to rather than focusing on the myriad of problem that exist in their home countries?

2. What are some of the pitfalls around gaining trust in communities?

3. Have you even been in a situation where you trusted someone fully and they let you down?  Describe.

4. What are some of the challenges you can identify in collecting data via the latest information technologies available from any population group?
Essential Reading/Viewing:

- Other readings to be announced

Guest Speaker: TBD

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**Session 3 Theme:** *The Nature of Entrepreneurship and Entrepreneuring*

**Questions for class discussion (be prepared to discuss these in class):**

1. Vindova et al argue that definitions of entrepreneurship too narrowly focus on value creation via new ventures – whereas the notion of “entrepreneuring” encourages the consideration of a broad set of actions intended not only to create wealth but also to bring about new states in economic, social, institutional and cultural environments. Thus, one can be entrepreneuring wherever one’s career path takes you. Do you agree with that view? Why or why not?

2. What have been the ingredients that have allowed Endeavor to scale whilst maintaining innovation? What have been the errors they have avoided? The lessons learned from mistakes?

3. Linda Rottenberg classifies entrepreneurs into four types, one of which are the “butterflies”. These include the small and medium business entrepreneurs that run your local shops on Broadway or in your neighborhoods. Do you agree that these small business owners who are doing your dry cleaning, mending your shoes, cutting your hair, etc. are also entrepreneurs? Why or why not?

Required Reading/Viewing:

- Endeavor Case Study 2013


Guest Speaker: Linda Rottenberg, Co-Founder and CEO, Endeavor

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**Session 4: Theme:** *Reaching the Poor with Market-based solutions: The African Case*

**Questions for class discussion (be prepared to discuss these in class):**
1. There has been much discussion about African entrepreneurial potential and a number of investors have avidly pursued high impact ventures on the continent. What are the current constraints to fostering and growing indigenous African entrepreneurs?

2. Why do entrepreneurs from the USA and UK primarily rush off to set up ventures in an African country they may have never been to rather than focusing on the myriad of problem that exist in their home countries?

3. What question would you like to pose to Ndidi Nwuneli when she comes in to this session?

**Required Reading/Viewing:**

*Social Innovation in Africa: A practical guide for Scaling Impact,* Routledge, 2016  (Specific chapters to be assigned)

**Guest Speaker:** Ndidi Nwuneli, Co-Founder, AACE Foods, Founder, LEAP, Co-Founder, Sahel Capital

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**Session 5 Theme:** *Beyond the Start up*

**Questions for class discussion (be prepared to discuss these in class):**

1. There is nothing quite like the excitement of being involved in a start up. But once the organization starts to grow, the need to put into place systems and practices that allow the organization to grow and strengthen necessitate different forms of leadership. What are the different kinds of leadership style that you think are critical at different points of organizational growth.

2. What are your insights related to how keep the “start up culture” alive and the innovation going as an organization scales?

3. Both Kyle and Sara are founding entrepreneurs whose organizations have grown to be very successful and reach hundreds of thousands. What specific questions do you have for them?

**Required Viewing/Reading:**

*Help For the Way We Work Now – New York Times, 9.17.15*

*The Ten Commandments of the New Economy – Fast Company, 5.19.15*

*Why Portable Benefits Should Be a Priority in the New Economy – Fast Company, 12.18.15*

*Discovering the Unexpected Marriage of Commerce and Advocacy – Fast Company, 8.19.15*

[https://magazine.gwu.edu/balancing-books](https://magazine.gwu.edu/balancing-books), *Balancing the Books*. April 14, 2016


Guest Speakers:

• Kyle Zimmer co-founder and CEO, First Book
  http://www.firstbook.org/first-book-leadership
• Sara Horowitz, Founder and Executive Director, Freelancers’ Union and Working Today.  
  http://www.freelancersunion.org/about/sara-horowitz.html

Session 6: Theme – Cracking the Code of Balancing Innovation and Scale

This class will begin with an overview of the BRAC draft case study, to be distributed before the previous class. It will review the pathologies of scale and how these have applied to the previous speakers. It will compare and contrast Euchner’s interview with the models of previous ventures assessed in class.

The class will conclude with the group presentations.

Essential Reading