Social Entrepreneurship
STGY 640.13
Fall 2015
Wednesdays, 8:00 AM – 12:00 PM

Course Professor: Molly Lavik
Email: molly.lavik@pepperdine.edu
Cell Phone: 310 488-4401

Course Description

This course explores the role of the social entrepreneur in positively impacting socially responsible organizations that are concerned with improving economic, educational, healthcare and cultural institutions. This course also provides the opportunity to apply the business knowledge and skills acquired in previous core courses in an integrative fashion while emphasizing the development of values-centered leadership skills. Students complete a Social Entrepreneurship Project that is a consulting report in the form of business plans, marketing plans, organizational development recommendations or financial reports. Students learn to integrate knowledge from all functional areas of business and to apply those skills to complex business problems arising out of changing technology, competitive market conditions, social change and/or governmental reports as well as an analysis of project management skills demonstrated by the student teams while working with social enterprises.

In addition to the Social Entrepreneurship Project, students will also learn theories and techniques for managing consulting projects and develop their own personal destiny legacy plans.

Course Objectives and Learning Approach: STGY 640.13 Social Entrepreneurship utilizes a unique format that goes beyond traditional class structure to combine regular class sessions with client and team interactions on a major project – assisting real social enterprise client(s) with challenging business problems. The major project is called the Social Entrepreneurship Project. Course materials and guest speakers will provide knowledge to assist in the successful completion of the Social Entrepreneurship Project. After completing this course, you will have developed:

1. A deeper understanding of the growing demand for business leaders equipped with management skills for social enterprises.
2. Client management skills for creating value within an organization.
3. Your own personal destiny plans by establishing what is your “Why?”
4. An introduction to the key elements of social entrepreneurship.
5. Project management skills for implementing complex consulting projects.
7. First-hand management level consulting experience that can be featured in your resume and discussed during job interviews.
8. The Social Entrepreneurship Project to feature in your portfolio.
9. The satisfaction that accompanies helping those in need and making this world a better place.
10. Further development of ethical skills and practices that lead to being a values-centered business leader with a well-defined moral compass.
Texts and Course Materials:

Required Texts:
Going Supernova: The Bold Paths of Superachievers by Mentorographer Molly Lavik
Available on Amazon in printed format or as an eBook.


Articles:

“Homeless World Cup: Social Entrepreneurship, Cause Marketing, and a Partnership with Nike” prepared by Stanford Graduate School of Business. Case #E376.


Participant Responsibilities and Performance Evaluation: A point system is used to determine grades for this course. Evaluations generally are intended to indicate how your work in the class corresponds to what is considered to be exceptional, acceptable, and unacceptale consulting practices in a successful social enterprise.

The Deliverables:
● Social Entrepreneurship Project – Paper, Presentation, and Associated Project Management deliverables: Your group will be working on an assigned project for your client. This project will be assigned during the first class meeting. There will be various deliverables due throughout the course (i.e. status reports), so make certain to be aware of these deadlines, which are noted in the Class Schedule and Assignments Section. The final paper and presentation will be due on the last day of the course.

● Case Study Paper and Presentation: Your group will be the class experts on your assigned case study. Both the paper and the presentation must be prepared for the date that the case is designated in the Class Schedule and Assignments Section.

For the Social Entrepreneurship Project, please refer to the Social Entrepreneurship Project Manual and supplemental client items provided in your Resources.

For the case study presentation, the following is expected:
- Fully explain the case to the class, providing sufficient background information assuming an uninformed audience.
- Engage the audience as if they are the decision makers.
- Utilize outside resources/articles to address applicable concepts.
- Formulate appropriate courses of action and offer your expert recommendation(s).
Grade Point Breakdown:

Social Entrepreneurship Project (SEP):

OVERALL COURSE TEAMWORK 50
- Role in facilitating team formation (10 points)
- Willingness to work on a project that isn’t your first choice (10 points)
- Ability to impact your team’s effectiveness (10 points)
- Role in sharing ideas and insights with other teams (10 points)
- Project Management skills demonstrated during the course (10 points)

SOCIAL ENTREPRENEURSHIP PROJECT GANTT CHART/TIMELINE
- September 16 20
- September 30 20

SOCIAL ENTREPRENEURSHIP PROJECT GRADING BREAKDOWN (Team project)

WRITTEN CONSULTANT REPORT 50
- Quality of work (10 points)
- Quality of Executive Summary (10 points)
- Consistency with Consulting Agreement (30 points)

CLIENT EVALUATION 90
- Quality of Final Product (60 points)
- Interaction throughout Consulting Engagement (30 points)

SOCIAL ENTREPRENEURSHIP PROJECT INTERIM PROGRESS AND FINAL PRESENTATIONS 40
- Content (20 points)
- Style/Communication Clarity (20)

PROJECT TEAMWORK 30
- Peer evaluation (20 points)
- Professor evaluation (10 points)

Total Points for Social Entrepreneurship Project 300

HBS Case Study Group Paper & Presentation: 100

Paper (50)

Presentation (50)
Class Participation

Weekly discussions – personal destiny plans, books, case studies, guest participant questions, etc. (50)
Focus during class sessions, e.g., no blackberry, no phone, arriving on time, etc. (50)

Total

A = 95%+
A- = 90% - 94%
B+ = 88% - 89%
B = 85% - 87%
B- = 80% - 84%

Attendance Policy:
Central to this class is an applied project working directly with clients from social enterprises.
Attendance is expected for all 7 class sessions. Students that need to miss part or all of a session should
contact the professor directly in advance to discuss the anticipated absence. Students who miss part or
all of a class are subject to significant point reductions.

Conduct:
This course may require electronic submission of essays, papers, or other written projects through the plagiarism
detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that
conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will
retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future
submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the
Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your
papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to
provide additional research documentation and attach additional materials (to be clarified by the instructor) to
help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior
in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles
inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine
University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will
be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate
circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University
will assume the responsibilities involved by adhering to the regulations of the University. Students are expected
to respect order, morality, personal honor, and the rights and property of others at all times. Examples of
improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false
  information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting
  in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved
  activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.

**Policy on Disabilities:**

**Assistance for Students with Disabilities**

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).
### Class Schedule and Assignments:

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Preparation</th>
<th>Deliverables Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Discussion: SYLLABUS</td>
<td>Student introduction – be prepared to give a brief oral introduction</td>
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<td></td>
<td>• Class introductions</td>
<td>Get to know your SEP client</td>
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<td></td>
<td>• Personal Destiny Planning</td>
<td>Read:</td>
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<td></td>
<td>• Social Entrepreneurship Project (SEP) client orientation and presentation</td>
<td>• Syllabus</td>
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<td></td>
<td>• Teams formed, projects assigned, draft Project Definition Documents prepared</td>
<td>• Project Management Manual – skim entire document; read carefully pages 1-17 &amp; 37 – 41</td>
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<td></td>
<td>• NFTE Case Study Presentation</td>
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<td></td>
<td>• Prepare Project Plans</td>
<td>Final Project Definition Document for presentation to client</td>
<td>Final Project Definition Document for practice</td>
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<td>• Final Project Definition Document</td>
<td>Signed Social Entrepreneurship Consulting Agreement Prepared</td>
<td>Signed Social Entrepreneurship Consulting Agreement</td>
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<td></td>
<td>• Status report</td>
<td>Draft Project Plan as defined in sections 2.1 – 2.5 of the Project Management Manual</td>
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<td></td>
<td>• Midpoint Client Presentation</td>
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<td></td>
<td>• Collect status</td>
<td>Final Project Plan</td>
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<td></td>
<td>• Prepare Midpoint Client Presentation</td>
<td>Status report as defined in sections 3.1-3.2 of the Project Management Manual</td>
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<td></td>
<td>• Status report</td>
<td>Supernova Mindset journal highlights shared</td>
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<td>• Collect status</td>
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<td></td>
<td>• Prepare Midpoint Client Presentation</td>
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<td>• Status report</td>
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<td>Week 2</td>
<td>• Discussion: INTRO TO SOCIAL ENTREPRENEURSHIP</td>
<td>Final Project Plan</td>
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<td>• NFTE Case Study Presentation</td>
<td>Status report as defined in sections 3.1-3.2 of the Project Management Manual</td>
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<td>• Prepare Project Plans</td>
<td>Supernova Mindset journal highlights shared</td>
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<td>• Final Project Plan</td>
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<td>• Prepare Project Plans</td>
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<td>• Status report</td>
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<td>Week 3</td>
<td>• Discussion: FUNDRAISING/EARNED INCOME</td>
<td>Read:</td>
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<td>• IPODERAC Case Study Presentation</td>
<td>• Chapter 3 &amp; 4 of ESS</td>
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<td></td>
<td>• Present Final Project Plans and first SEP team status reports</td>
<td>• Case Study 4.1: IPODERAC</td>
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<td>• Class time to work on SEPs</td>
<td>• Project Management Manual, p. 33–35</td>
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<td>• Read Going Supernova</td>
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<td>Transforming Adversity into Opportunity section and journal how you plan to</td>
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<td>transform adversity into opportunity for your own personal destiny plans</td>
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<td>• Speaker: TBD</td>
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<td>Week 4</td>
<td>• Discussion: STRATEGIC ALLIANCES</td>
<td>Collect status</td>
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<td>• Homeless World Cup Case Study Presentation</td>
<td>Prepare Midpoint Client Presentation</td>
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<td>• Class time to work on SEPs</td>
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<td>• Chapter 5 of ESS</td>
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<td>• Case Study: Homeless World Cup</td>
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<td>• Read Going Supernova Stepping</td>
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<td>Outside Your Comfort Zone section and journal how you plan to exhibit</td>
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<td>boldness with your personal destiny plans</td>
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<td>• Speaker: TBD</td>
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<td>Week</td>
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<td>Reading Requirements</td>
<td>Notes</td>
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| Week 5 | · Discussion: GROWTH  
· Progress Presentations  
· Strategic Planning at NFTE  
Case Study Presentation  
· Class time to work on SEPs | Collect status/Progress presentations  
Read:  
· Chapter 6 of ESS  
· Case Study: Strategic Planning at NFTE (NOT IN BOOK)  
· Speaker: TBD  
| Week 6 | · Discussion: MEASURING PERFORMANCE  
· KaBOOM! Case Study Presentation  
· Class time to work on SEPs | Draft of final SEP presentations  
Read:  
· Chapter 7 of ESS  
· Case Study 7.2: KaBOOM! (Suggest reading Case Study 5.2 for additional background)  
· Project Management Manual, p. 35-36 | Draft SEP presentation  
Project close-out as defined in section 3.3 of the Project Management Manual |
| Week 7 | Presentations of SEPs to client | · Going Supernova’s Full-throttle Focus Section and journal how you plan to exhibit full-throttle focus with your personal destiny plans  
· Prepare final SEP presentations | Presentation materials – digital & hard copy  
Share Supernova Mindset highlights |