

Social Sustainability/Social Enterprise Electives

Syllabi included:

- BADM 4820 Business Solutions to Global Poverty (Undergraduate)
- MBAX 6845 Social Entrepreneurship in Emerging Markets (MBA Level)

**University of Colorado at Boulder
Leeds School of Business
Business Solutions to Global Poverty: Learning Through Service
BADM 4820 Tu Th 3:30 to 4:45 p.m.
Koelbel Hall, Room 102
Fall 2010**

**Instructor: Francy Milner
Office: Rm. 345G Koelbel; Telephone: 303-887-2243
Office Hours: Tu and Th 1:30 to 3:00 p.m.
Email: francy.milner@colorado.edu**

COURSE OVERVIEW:

This course is designed as a seminar for students interested in business opportunities to meet the needs of those living at what is now referred to as the “base of the pyramid” (BOP). We will study the creation and support of small businesses (microenterprises) in developing countries as a means of eliminating poverty. Our primary objective is to provide students with practical knowledge and experience in developing proactive, sustainable business strategies to meet the needs of the poor and to encourage them to think critically about how business can make an impact on global poverty.

This course will be conducted in partnership with Peace Corps volunteers engaged in small enterprise development and with other social entrepreneurs who are addressing social and environmental issues, both locally and globally. Student teams will learn about the challenges of building social enterprises or supporting microenterprises around the world. At the end of the semester, they will deliver to their partner organizations case studies or reports and recommendations that will help their partners achieve their social mission.

LEARNING OBJECTIVES:

Strengthen critical thinking and analytical skills
Enhance capacity to analyze and solve the problems of those using business solutions to address global poverty
Build written and oral communication skills
Strengthen project management skills
Develop problem definition and project scoping skills
Develop interpersonal skills (e.g. effective relationship building, team building)
Strengthen capacity to promote change

Texts:

Mahajan, Vijay and Banga, Kamini (2006), The 86% Solution: How to Succeed in the Biggest Market Opportunity of the 21st Century. Wharton School Publishing. ISBN 0-13-148907-0

Polak, Paul, Out of Poverty: What Works When Traditional Approaches Fail (2008). Berrett-Koehler Publishers, Inc. ISBN 978-1-57565-449-8

Custom Reading Packet available in the C.U. Bookstore

Please note that other assigned reading and all course and assignment information, as well as regular announcements, will be posted on CULEARN.

Project Teams:

You will each be a member of a 3 or 4 person project team. Each team will work on a project with one of our partner organizations, lead class discussion on an assigned case and provide a peer-review of another team's project paper.

Course Requirements and Grading

In addition to completing reading assignments and participating in class discussion, students will complete a semester-long team project (details below), lead (as a team) discussion of a case study, and write two short papers: a mid-term essay/exam and an end-of-term personal reflection/self-evaluation.

Team project	40%
Team-led discussion of case study	10%
Midterm essay/exam	20%
Individual contribution to classmates' learning	20%
Final reflection/self evaluation	10%

Students are encouraged to consult the Leeds grading policy at the following link:
<http://leedsintranet.colorado.edu/PoliciesDocs/Grading%20Policy%202009.pdf>

Team Projects (40% of grade)

Each team of 3 to 4 students will work with a project partner on one of two types of projects:

- 1) Consulting teams: Will provide business advice to a Peace Corps volunteer or other social entrepreneur, delivering the results of the team's research and

recommendations in the form of a report or business plan, marketing plan, funding strategy, etc.

2) Case Study teams: Will write a case study based on the experience of a social entrepreneur that can be used to bring greater visibility to his or her social venture.

Project phases/deadlines:

- **Phase I (50 points): Due September 10**
 - After meeting with the Instructor, each team will turn in a Project Charter that sets out the scope and timelines of the project (signed by team members and the project partner).
- **Phase II (50 points): Due Oct. 19 (teams 1-4) and 21 (teams 5-8)**
 - Consulting teams: will deliver a 10 minute Powerpoint presentation (no more than 6 slides) on their partner's venture and its challenges, the team's role and its anticipated recommendations.
 - Case study teams: will deliver a 10-minute Powerpoint presentation (no more than 6 slides) that sets out the case theme and outline of the "story", including the case questions to be presented at the conclusion of the case study.
 - The presentations should reflect the anticipated structure of the final Project Report or Case Study.
 - The teams should be prepared to respond to class feedback and questions.
- **Phase III (100 points) Due November 9**
 - After working with the Writing Center and seeking review by and feedback from its project partner, each team will deliver the first draft of its Project Report or Case Study (10 to 15 pages, double-spaced, 12 point font, 1" margins, plus appendices) to the Instructor and Peer Review team. **By Nov. 16:** Peer Review teams will provide feedback on the first draft of the Report or Case Study of its partner team (part of each student's individual participation grade).
- **Phase IV (150 points): Due December 9**

Each team will deliver to the Instructor and the client its final Project Report or Case Study (10 to 15 pages, double-spaced, 12 point font, 1" margins, plus appendices)
- **Phase V (50 points): Due December 16** – Delivery of final Powerpoint presentations on team projects (15 minutes, no more than 10 slides).

Note: Guidelines for writing a case study or a project report (including business plans) will be provided by the Instructor. Resources for drafting Social Enterprise Business Plans:

- Moyes, Frank, "Writing a Successful Business Plan 2009" and related materials, <http://leeds-faculty.colorado.edu/moyes/html/resources.htm>
- REDF Social Enterprise Business Plan Template, <http://www.redf.org/learn-from-redf/tools/106>

- Dees, Emerson and Economy, *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*, Ch. 10: “Planning for the Social Enterprise” (on reserve in Leeds library)
- Wolk, Andrew and Kreitz, Kelly, *Business Planning for Enduring Social Impact: A Social Entrepreneurial Approach to Solving Social Problems*, 2008 Root Cause (free download at <http://rootcause.org/download-free-pdf-business-planning-enduring-social-impact>)
- Seedco Toolkit for Developing a Social Purpose Business Plan http://www.seedco.org/documents/publications/nvn_toolkit.pdf

Team-Led Discussion of Case Study (10% of grade)

Each team will post thought-provoking questions on an assigned case at least 3 days in advance of the class. It will then lead class discussion on the case and any additional assigned reading, using a brief Powerpoint presentation with an overview of the case (relevant facts and central problem), the case questions and the team’s recommendations.

Individual Contribution to Classmates’ Learning (20% of grade)

This class is designed as a process of collective learning and exploration. You will be evaluated on your contributions to this learning and exploration process. Contributions include your preparedness when called on, participation in class discussions and exercises, working on your team project and providing a critique (peer review) of another team’s project.

Please restrict use of your laptop in class to taking notes or other tasks related to class participation.

An important part of contributing to any endeavor is showing up prepared. Please come to class on time and ready to discuss assigned readings and cases. (The Instructor or the team leading the class discussion may “cold call” on students.) Missing more than one class will significantly influence your final grade. Please talk with me or send me an email if you will miss a class.

Midterm Essay/Exam (in class): October 14 (20% of grade)

Personal Reflection/Self-Evaluation: December 16 (10% of grade)

At the end of the semester you will write a personal reflection that includes:

- “lessons learned” from your team project,
- your thoughts on the relevance of selected reading assignments and class discussions, and
- an evaluation of your learning about business solutions to global poverty and other global social and environmental issues.

COURSE OUTLINE:

Note: This course outline is subject to change, according to the progress of the class, availability of speakers, discovery of additional reading material, etc.

	Topic	Reading and Activities
Class #1: August 24	Introduction to class and project partners	<p><u>No assigned reading</u></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Course Overview ○ “Meet and Greet” Project Partners
Class #2: Aug. 26	Introduction to project partners	<p><u>Assigned reading:</u> (Project Materials folder, CULearn)</p> <ol style="list-style-type: none"> 1) 2 lists of team projects (Peace Corps; social entrepreneurs) 2) Sample case study 3) Sample project report 4) Guides to projects: consulting reports and case studies 5) Templates for Project Charters (Case Study and Consulting Reports) <p>Suggested reference material for team projects: (Reading list; CULearn)</p> <ol style="list-style-type: none"> 1) Peace Corps reading on individual countries 2) 2) State Dept. reports on individual countries: country profiles 3) “Doing Business 2010 “ <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ “Meet and Greet” project partners ○ Discussion of project requirements <p>Sign up for project teams by noon on Monday, Aug. 30</p>

<p>Class #3: Aug. 31</p>	<p>Topic 1: Poverty Traps and unmet needs: What is poverty like?</p>	<p><u>Due:</u> One page essay on how business might provide solutions to global poverty and other environmental and social issues</p> <p><u>Assigned reading:</u> 1) Smith, Ch. 1 and poverty chart (custom reading packet) 2) Sachs, Ch. 1 (custom reading packet)</p> <p><u>Optional Reading:</u> “The Economic Lives of the Poor” (Reading list, CULearn)</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> ○ Video: “Voices of the Poor” ○ Teams sign-up: <ul style="list-style-type: none"> ● to lead case discussions ● to meet with Instructor and turn in Project Charter <p>by Sept. 10</p>
<p>Class #4: Sept. 2</p>	<p>Topic 2: Poverty traps and unmet needs: Who should address the problem?</p>	<p><u>Assigned reading:</u> 1) Yunus, Ch. 1 (custom reading packet) 2) Moyo, “Why Foreign Aid is Hurting Africa” (Reading list, CULearn) 3) “The Next Billions: Unleashing the Business Potential in Untapped Markets” (Reading list, CULearn) 4) Polak, <i>Out of Poverty</i>, Introduction and Ch. 1</p> <p><u>Activities:</u> 1) team meetings</p>
<p>Class #5: Sept. 7</p>	<p>Topic 3: Can/should business make a fortune at the BoP?</p>	<p><u>Assigned reading: (Reading list, CULearn)</u> 1) Prahalad and Hart, “The Fortune at the Bottom of the Pyramid” 2) Karnani, “Fortune at the Bottom of the Pyramid: A Mirage”</p>

		<p>3) Prahalad response</p> <p><u>Optional reading:</u> (Reading list, CULearn)</p> <p>1) Prahalad and Hammond, “Serving the World’s Poor, Profitably – The Payoff for Investing in Poor Countries”</p> <p>2) Hart and Christenson, “The Great Leap Driving Innovation from the Base of the Pyramid”</p> <p>3) Boyer, “The Base of the Pyramid (BOP): Reperceiving Business from the Bottom Up”</p> <p>Activity: In-class debate on the role of business at the BoP</p>
Class #6 Sept. 9	Topic 3: Can/should business make a fortune at the BoP?	<p><u>Assigned reading:</u></p> <p>1) <i>Out of Poverty</i>, Ch. 2</p> <p>2) “Unilever’s Project Shakti,” <i>Business Solutions for the Global Poor</i> (custom reading packet)</p> <p>DUE: Sept. 10: Team Project Charter</p>
Class #7 Sept. 14	Tips for project teams	<p><u>No Assigned reading</u> (read ahead for next class)</p> <p>Activities</p> <ul style="list-style-type: none"> ○ Speaker panel on acting as a consulting team and writing project reports ○ Work in teams and with speakers/project mentors
Class #8 Sept. 16	Topic 4: What do we know about BoP markets?	<p><u>Assigned reading:</u></p> <p>1) <i>The 86% Solution</i>: Preface and Ch. 1</p> <p>2) “The Next 4 Billion: Executive Summary and Market Overview” (Reading list, CULearn)</p> <p>3) The Economist, “A special report on</p>

		innovation in emerging markets”：“The world turned upside down;” “First break all the rules;” “Easier said than done” (on reserve - Leeds library)
Class #9 Sept. 21	Topic 4: What do we know about BoP markets? (the impact of culture)	<p><u>Assigned reading:</u> (Reading list, CULearn)</p> <p>1) Hofstede: “Cultures and Organizations – Software of the Mind”</p> <p>2) Peace Corps Manual, Chs. 1 and 4 (skipping exercises)</p> <p><u>Activity</u></p> <p>Speaker: Brian Lewandowski, former Peace Corps Volunteer, on the impact of culture on doing business at the BoP</p>
Class #10: Sept. 23	Topic 5: What business models work at the BoP? (focus on the poor as consumers)	<p><u>Assigned reading</u></p> <p>1) “Emerging Markets, Emerging Models,” pp. 35-119 and p. 123 (skim examples) (Reading list, CULearn)</p>
Class #11: Sept. 28	Topic 6: How do we design products that will create value for the BoP?	<p><u>Assigned reading:</u></p> <p>Polak, <i>Out of Poverty</i>, Ch. 3-7</p>
Class #12 Sept. 30	Topic 6: How do we design products that will create value for the BoP?	<p><u>Assigned reading:</u></p> <p>1) Case: “ApproTEC” (custom reading packet)(Team 1)</p> <p>2) <i>The 86% Solution</i>, Chs. 2 and 6</p>
Class #13: Oct. 5	Topic 7: Providing access to credit	<p><u>Assigned reading</u></p> <p>1) Case: “Controlling Growth in an MFI” (Team 2) (Cases and Articles folder, CULearn)</p> <p>2) “Growth and Vulnerabilities in Microfinance” (Reading list, CULearn)</p>

		<p>3) Akula, “Business Basics at the Base of the Pyramid” (Cases and Articles folder, CULearn)</p> <p><u>Optional reading:</u> (Reading list, CULearn)</p> <p>1) Bruck, “Millions for Millions”</p> <p>2) Counts, “Reimagining Microfinance”</p> <p>Q&A on Midterm Exam</p>
Class #14: Oct. 7	Topic 8: Providing access to information and financial services through technology	<p><u>Assigned reading</u></p> <p>1) <i>The 86% Solution</i>: Ch. 3 and 8</p> <p>2) “M-PESA Mobile Money for the Unbanked” (Reading list, CULearn)</p> <p>Suggested reading: “Can the cellphone help end global poverty?” New York Times (Reading list, CULearn)</p> <p>Speaker: Luella Chavez D’Angelo, President, Western Union Foundation</p>
Class #15 Oct. 12	Topic 9: Providing access to health care	<p><u>Assigned reading</u></p> <p>Douglas Jackson, “Social Business: The Business of Doing Good,” ICOSA magazine (handout)</p> <p>Speaker: Douglas Jackson, President, Project C.U.R.E.</p>
Class #16: Oct. 14	Midterm Exam	
Class #17: Oct. 19	Team project powerpoint presentations (teams 1-4)	<u>Assigned reading:</u> None (read ahead for next week)
Class #18: Oct. 21	Team project powerpoint presentations (teams 5-8)	<u>Assigned reading:</u> None (read ahead for next week)

<p>Class #19 Oct. 26</p>	<p>Topic 10: How can business reach and create emerging markets?</p>	<p><u>Assigned reading:</u></p> <ol style="list-style-type: none"> 1) <i>The 86% Solution</i>, Chs. 4,5,7 and 9 2) Review reading on “Unilever’s Project Shakti” (custom reading packet) <p>Speaker: Joanna Chan, MBA, on working with a social entrepreneur project partner</p>
<p>Class #20 Oct. 28</p>	<p>Topic 10: How can business reach and create emerging markets?</p>	<p><u>Assigned reading:</u></p> <ol style="list-style-type: none"> 1) <i>The 86% Solution</i>: Ch. 10 and Conclusion 2) <i>Out of Poverty</i>, Chs. 8 and 9
<p>Class #21 Nov. 2</p>	<p>Topic 11: Back to business models – How can business engage the poor as producers?</p>	<p><u>Assigned reading</u> Case: “What Works: ITC’s E-Choupal and Profitable Rural Transformation” (Team 3) (Reading List, CULearn)</p>
<p>Class #22 Nov. 4</p>	<p>Topic 12: Newer business models at the BoP – Social Entrepreneurs</p>	<p><u>Assigned reading (Reading list, CULearn)</u></p> <ol style="list-style-type: none"> 1) Martin and Osberg, “Social Entrepreneurship: The Case for Definition” 2) Dees, “The Meaning of Social Entrepreneurship” 3) Drayton, “Everyone a Changemaker” 4) Interview with Victoria Hale <p>Activity: Video: Fabio Rosa</p>
<p>Class #23 Nov.9</p>	<p>Topic 13: Challenges for social entrepreneurs – creating a successful business model and finding funding</p>	<p><u>Assigned reading</u> Elkington & Hartigan, <i>The Power of Unreasonable People</i>, Ch. 1 and 2 (custom reading packet)</p>

		<p>Speakers: Daniel Epstein and Teju Ravilochan, The Unreasonable Institute</p> <p>Due: First draft of project report or case study</p>
<p>Class #24 Nov. 11</p>	<p>Topic 13: Challenges for social entrepreneurs – generating income</p>	<p><u>Assigned Reading</u></p> <ol style="list-style-type: none"> 1) Case: “IPODERAC” (custom reading packet) (Team 4) 2) Case: “Ecotourism at Dana Preserve” (Cases and Articles folder, CULearn)(Team 5)
<p>Class #25 Nov. 16</p>	<p>Topic 13: Challenges for social entrepreneurs – One social entrepreneur’s point of view</p>	<p><u>Assigned reading:</u></p> <ol style="list-style-type: none"> 1) Polak, Ch. 10-12 2) Recent article by Paul Polak (tbd) <p>Speaker: Paul Polak</p> <p>Due: Feedback on first draft of report or case study by Peer Review teams</p>
<p>Class #26 Nov. 18</p>	<p>Topic 13: Challenges for social entrepreneurs – scaling and replicating to increase impact</p>	<p><u>Assigned reading:</u></p> <ol style="list-style-type: none"> 1) Case: “The MicroConsignment Model: Bridging the “Last Mile” of access to products and services for the rural poor “ (Team 6) (Cases and Articles folder, CULearn) 2) Bradach, “Going to Scale: The Challenge of Replicating Social Programs” (Reading list, CULearn) 3) Dees, “Scaling Social Impact: Strategies for spreading social innovations” (Reading list, CULearn) 4) Review case on

		ApproTEC (custom reading packet)
Fall Break: Nov. 22-26		
Class #27 Nov. 30	Topic 14: What is a social business? How is it different from social entrepreneurship?	<u>Assigned reading</u> 1) Yunus, Prologue and Chapters 2 and 7 (custom reading packet)
Class 28 Dec. 2	Topic 15: New opportunities – collaborative ventures at the BoP	<u>Assigned reading</u> 1) Case: “Amanco: Providing Irrigation Systems to the Rural Poor” (Team 7) (Reading list, CULearn) • Nelson and Jenkins, “Investing in Social Innovation: Harnessing the Potential of Partnerships between corporations and social entrepreneurs” (Reading list, CULearn) 2) Austin, “Strategic Alliances” (Reading List, CULearn)
Class 29 Dec. 7	Topic 16: Evaluating the social impact of BoP ventures	<u>Assigned reading:</u> 1) Case: Vision Spring (custom reading packet)(Team 8) 2) London, “Making Better Investments at the Base of the Pyramid,” Cases and Articles, CULearn) Optional reading: (Reading list, CULearn) 1) Kramer, “Measuring Innovation: Evaluation in the Field of Social Entrepreneurship” 2) Gair, “A Report from the

		Good Ship SROI
Class 30 Dec. 9	Topic 16: Evaluating the social impact of BoP ventures	<u>No assigned reading</u> Activity: Use London's evaluation framework to assess impact of team projects Due: Final case study or team project reports
Class 31 Dec. 16 7:30 to 10:30 a.m.	Bringing it all together: Final Team Powerpoint Presentations	In lieu of final exam <ul style="list-style-type: none"> ○ Final Powerpoint presentations on team projects Due: Personal essay/reflection papers

Case Presentation Calendar

- Thursday, 9/30/10 Case #1: ApproTEC
- Tuesday, 10/5/10 Case #2: Controlling Growth in an MFI
- Tuesday, 11/2/10 Case #3: What Works: ITC's E-Choupal and Profitable Rural Transformation
- Thursday, 11/11/10 Case #4: IPODERAC and
Case #5: Ecotourism at Dana Preserve
- Thursday, 11/18/10 Case #6: The MicroConsignment Model: Bridging the "Last Mile" of access to products and services for the rural poor
- Thursday, 12/2/10 Case #7: Amanco: Providing Irrigation Systems to the Rural Poor

Tuesday, 12/7/10

Case #8: Vision Spring

MISCELLANEOUS IMPORTANT INFORMATION:

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Honor Code and Plagiarism

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me as early in the semester as possible (at least two weeks in advance) so that there is adequate time to make necessary arrangements. See full details of the campus policy at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Campus Resources to assist students with writing

The Writing Center <http://www.colorado.edu/pwr/>

Student Academic Services <http://www.colorado.edu/SASC/>

Foreign and International Students <http://www.colorado.edu/OIE/iss/index.html>

Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices.

**University of Colorado at Boulder
Leeds School of Business
Social Entrepreneurship in Emerging Markets
MBAX 6845 M 2:00 to 4:45 p.m.
Koelbel Hall, Room 375
Fall 2010**

**Instructor: Francy Milner
Office: Rm. 345G Koelbel; Telephone: 303-887-2243
Office Hours: Tu and Th: 1:30 to 3:00 p.m.
Email: francy.milner@colorado.edu
Teaching Assistant: Joanna Chan (joanna.chan@colorado.edu)**

COURSE OVERVIEW:

This course is designed as a seminar for graduate students interested in business approaches to solving global social and environmental problems that have not been effectively addressed by government, business or traditional NGOs and non-profit organizations...problems such as poverty, disease, environmental degradation, illiteracy, and lack of clean water, sanitation, electricity, healthcare and access to credit.

We will study and work directly with social entrepreneurs in developing countries who are tackling these problems because they want to make the world a better place. These are change makers who have limited resources, but who are leveraging their powerful new ideas, their determination and their know-how. Successful social entrepreneurs must have more than a good idea; they must know how to address social and environmental problems while operating sustainably, according to a model that can be replicated for significant regional, national and even international impact.

Each team will act as a strategic partner to its social entrepreneur, addressing the need that he/she has expressed through research, ongoing consultation and a final Project Report that includes the team's recommendations.

Keywords: entrepreneur, social entrepreneur, intrapreneur, social enterprise/social venture, operational sustainability, financial sustainability, scale, replicability, patient capital, social impact investor/social investor

Course Objectives

- Build appreciation of the nature of poverty, the needs of the poor and the obstacles to development in emerging markets

- Enhance capacity to analyze the challenges, opportunities and potential of social entrepreneurs and social organizations that are addressing global problems
- Develop business strategies and operational plans that are tailored to the reality of emerging markets and that will help social entrepreneurs increase their impact and sustainability.
- Build empathy, teamwork and leadership skills
- Gain hands on experience, laying the ground work for students' own potential career paths in social entrepreneurship.

Text:

Bornstein, David, [How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), 2007, Oxford University Press, ISBN 978-0-19533476-0

Other sources of assigned reading

- Custom Reading Packet available in the C.U. Bookstore
- Reading List (with links to websites) and cases and articles posted on Blackboard

Please note that all assigned reading and all course information, as well as regular announcements, will be posted on Blackboard.

COURSE REQUIREMENTS AND GRADING

In addition to weekly reading assignments and class attendance/participation, students will complete a semester-long team project (details below), lead (as a team) discussion of an assigned case for one class, write a “white paper” on a research topic of concern to social entrepreneurs and an end-of-term essay.

The course grade will be based on a total of 1000 points, as follows:

Team Grades

Team project: 400 points

Team-led Case Discussion – 100 points

Individual Grades

White paper – 200 points

Participation/contribution to class -200 points

Final essay 100 points

Students are encouraged to consult the Leeds grading policy at the following link:

<http://leedsintranet.colorado.edu/PoliciesDocs/Grading%20Policy%202009.pdf>

Team Projects (400 points)

Each team of 3 students will select and partner with a social entrepreneur in a developing country to meet his or her expressed need. The team will produce a Project Report and Recommendations that will vary according to the project, for example, a business plan, a marketing or funding strategy, a strategy to develop partnerships and/or achieve scale and sustainability. (The contents of each Project Report will be tailored to the individual project and the Instructor will provide guidance on drafting of business plans.)

- **Phase I (25 points): Due September 20**
 - After meeting with the Instructor (**by September 17**), each team will turn in a Project Charter that sets out the scope and timelines of the project (signed by team members and the project partner).
- **Phase II (50 points): Due Oct. 18**
 - Each team will deliver a 10 minute Powerpoint presentation (no more than 6 slides) on the venture and its challenges, the team's role and its anticipated recommendations as a strategic partner.
 - The presentation should reflect the anticipated structure of the final Project Report.
 - The team should be prepared to respond to class feedback and questions.
- **Phase III (100 points) Due November 8**

The team will deliver to the Instructor and Peer Review team:

 - a detailed outline of the project report, including a brief description of each section and appendices
 - an update on milestones in the Project Charter
 - a description of when and how the team plans to share a draft of the report with the project partner to get his or her feedback, and
 - proposed grading criteria.
- **Phase IV (150 points): Due December 6**

The team will deliver to the Instructor and the project partner its final Project Report (15 to 20 pages, double-spaced, 12 point font, 1" margins, plus appendices)
- **Phase V (75 points) Due on date set for final exam**

15-20-minute final Powerpoint presentation (no more than 10-12 slides) on team project

Note: Resources for drafting Social Enterprise Business Plans

- Moyes, Frank, "Writing a Successful Business Plan 2009" and related materials, <http://leeds-faculty.colorado.edu/moyes/html/resources.htm>
- REDF Social Enterprise Business Plan Template, <http://www.redf.org/learn-from-redf/tools/106>
- Dees, Emerson and Economy, *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*, Ch. 10: "Planning for the Social Enterprise" (on reserve in Leeds library)
- Wolk, Andrew and Kreitz, Kelly, *Business Planning for Enduring Social Impact: A Social Entrepreneurial Approach to Solving Social Problems*, 2008 Root Cause

(free download at <http://rootcause.org/download-free-pdf-business-planning-enduring-social-impact>)

- Seedco Toolkit for Developing a Social Purpose Business Plan
http://www.seedco.org/documents/publications/nvn_toolkit.pdf

Team-Led Case Discussions (100 points)

Each team will post thought-provoking questions on an assigned case at least 3 days in advance of the class. It will then lead class discussion on the case and any additional assigned reading, using a brief Powerpoint presentation with an overview of the case (relevant facts and central problem), the case questions/major issues for discussion and the team's recommendations.

White paper on a research topic of concern to social entrepreneurs (200 points)

Due September 20: one-paragraph description of the topic and list of 5-10 likely references.

Due Nov. 1: Final draft of white paper (5-10 pages)

Contribution to Class (200 points)

Your role: This class is designed as a process of collaborative learning and exploration. You will be evaluated on your contributions to this learning and exploration process. Contributions include your preparedness when called on, listening to each other without interruption, asking good questions, participating in class discussions and exercises, and acting as a fully engaged team member on your project.

Please restrict use of your laptop in class to taking notes or other tasks related to class participation.

My role: I will listen, lecture on selected topics, ask questions, comment, and take responsibility for moving the process and the class along.

Attendance and preparation: An important part of contributing to any endeavor is showing up prepared. Please come to class on time and ready to discuss assigned readings. (The Instructor or team leading a case discussion may "cold call" on students.) Missing more than one class will significantly influence this portion of your grade. Please send me an email, in advance, if you must miss a class.

Final Essay (100 points): Guidelines to be provided

COURSE OUTLINE:

Note: This course outline is subject to change, with advance notice, according to the progress of the class, availability of speakers, etc.

September 6 – Labor Day – No class

Class 1: September 8 (make-up class): 9:00 to 11:45 a.m.

Topic 1: Poverty and Players at the Base of the Pyramid (BoP) - Introduction

Assigned reading:

- Review list of potential team projects - Blackboard
- Smith, Chapter 1 and poverty trap chart (custom reading packet)
- Sachs Ch. 1 (custom reading packet)
- Yunus, Chapter 1 (custom reading packet)
- Moyo, Wall Street Journal, March 21, 2009: “Why Foreign Aid is Hurting Africa” <http://online.wsj.com/article/SB123758895999200083.html>

Optional Reading

- The Economic Lives of the Poor <http://econ-www.mit.edu/files/530>

Activities:

- Video: “Voices of the Poor”
- Selection of team projects/project team formation

Class 2: September 13

Topic 1: Poverty and Players at the Base of the Pyramid (BoP) - *The controversy over business’ role and the “fortune at the bottom of the pyramid”*

Assigned reading:

- Prahalad and Hart, “The Fortune at the Bottom of the Pyramid,” <http://www.sramanamitra.com/files/fortune.pdf>
- Karnani, “Fortune at the Bottom of the Pyramid: A Mirage” http://papers.ssrn.com/sol3/papers.cfm?abstract_id=914518
- Prahalad, Response to Karnani <http://www.nextbillion.net/archive/files/Prahalad%20-%20Response%20to%20Mirage%20at%20the%20BOP.pdf>

Optional Reading:

- The Millennium Development Goals Report 2010 MDG report
<http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf>
- Jaiswal, “Fortune at the bottom of the Pyramid: An Alternate Perspective,”
<http://www.iimahd.ernet.in/publications/data/2007-07-13Jaiswal.pdf>
- Hart and Christenson, “The Great Leap Driving Innovation from the Base of the Pyramid”
www.stuartihart.com/Content/Selected%20Publications/use_this_folder/Hart%20%20Christensen%20Sloan%202003.pdf
- Boyer, “The Base of the Pyramid (BOP): Reperceiving Business from the Bottom Up,” pages 2-15
http://www.visionspring.org/downloads/docs/GBN_BOP_Paper.pdf
- Simanis and Hart: “The Base of the Pyramid Protocol: Toward Next Generation BoP Strategy,” <http://www.bop-protocol.org/docs/BoPProtocol2ndEdition2008.pdf>

Class 3: September 20

Topic 2: Understanding, creating and developing BoP markets

Speaker, Tara Morton, MBA student and former Peace Corps Volunteer - Jordan

Assigned Reading:

- **Case:** “Unilever in India: Hindustan Lever’s Project Shakti – Marketing FMCG to the Rural Customer”(custom reading packet)
- The Economist, A special report on innovation in emerging markets: “The World Turned Upside Down; First break all the rules; Easier said than done (on reserve in the Leeds library)
 - (Suggested reading in the special report: “Here be dragons”)
- “The Next 4 Billion: Market Size and business strategy at the base of the pyramid,” Executive Summary and Ch. 1: Introduction and Market Overview
http://pdf.wri.org/n4b_full_text_lowrez.pdf

Suggested reading related to team projects

- **Skim:** “Culture Matters: The Peace Corps Cross-Cultural Workbook,” Ch. 1: “Understanding Culture” and 4: “Culture in the Workplace”
http://multimedia.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf
- Peace Corps reading on individual countries
http://www.peacecorpswiki.org/Welcome_Books
- State Dept. reports on individual countries: www.state.gov – country profiles

Due:

- Short description of “white paper” research topic with list of possible references
- Completed Project Charter signed by team members and project partner

Class 4: September 27

- **Topic 3: Introduction to social entrepreneurs – How are they unique? What is their promise? What are their challenges?**

Speakers:

Dr. Bernard Amadei, Ashoka Fellow/Social Entrepreneur and founder of Engineers Without Borders

Joanna Chan, MBA, Ph.D. candidate, Environmental Studies

Assigned reading:

- Martin and Osberg, “Social Entrepreneurship: The Case for Definition”
http://www.skollfoundation.org/media/skoll_docs/2007SP_feature_martinosberg.pdf
- Dees, “The Meaning of Social Entrepreneurship,”
http://www.caseatduke.org/documents/dees_sedef.pdf
- Bornstein, *How to Change the World*, Chapters 1, 10, 12 and 18
- Drayton, “Everyone a Changemaker”
www.ashoka.org/files/innovations8.5x11FINAL_0.pdf

Optional reading:

- Bornstein, Ch. 8 and 16
- “Developing the Field of Social Entrepreneurship,”
http://www.caseatduke.org/documents/CASE_Field-Building_Report_June08.pdf

Class 5: October 4

Topic 4: How can Social Entrepreneurs meet the needs of BoP customers with the right product design and business model?

Speaker Panel and Mentors to work with project teams: *How to excel as a consulting team*- Kara Penn, Cindy Lindsay, George Deriso, Frank Moyes

Assigned reading:

- **Case: “CDI(A): Growth Challenges of a Social Entrepreneur”** (custom reading packet)(each team should come prepared to make recommendations to the panel regarding CDI)

- “Emerging Markets Emerging Models: Market-based solutions to the challenge of global poverty,” pages 35-119 and page 123
www.nextbillion.net/lib/assets/documents/Emerging_Markets_Emerging_Models.pdf (Come prepared to discuss which models, if any, relate to your team project)

Class 6: October 11

Topic 5: How can Social Ventures achieve a double bottom line - financial sustainability and social performance? - Microfinance

Speaker: Karen Larson, Executive Director, Friendship Bridge, a microcredit organization in Guatemala

Assigned reading:

- **Case: “Controlling Delinquency in Microlending”** (“Cases and Articles” folder on Blackboard) (**Team 1**)
- [Growth and Vulnerabilities in Microfinance](#)

Optional reading:

- Hashami, “Beyond Good Intentions: Measuring the Social Performance of Microfinance Institutions
http://www.microcreditsummit.org/papers/Workshops/29_HashemiFoouseBadawi.pdf
- Akula, Vikram, “Business Basics at the Base of the Pyramid,” (“Cases and Articles” folder on Blackboard)

Class 7: October 18

Topic 6: Beginning with the end in mind: Performance goals, metrics and social impact of a social enterprise

Assigned reading:

- **Case: Vision Spring** (custom reading packet)
- London, “Making Better Investments at the Base of the Pyramid,” (Cases and Articles folder, Blackboard)

Optional reading:

- Kramer, “Measuring Innovation: Evaluation in the Field of Social Entrepreneurship”
<http://www.foundationstrategy.com/documents/Measuring%20Innovation.pdf>
- Re SROI measurement: Gair, “A Report from the Good Shop SROI”
<http://www.redf.org/learn-from-redf/publications/119>

Due: Project Team Powerpoint presentations

Class 8: October 25

Topic 7: Initial challenges of a social enterprise: regulatory environment, selection of formal structure and marketing strategy

Speakers:

Ian Bird, J.D.

Michelle Albert, Instructor, Program for Writing and Rhetoric

Anna MacBriar, Instructor, Program for Writing and Rhetoric

Assigned reading:

Topic: Regulatory Environment and Formal Structure

- Kelley, “Law and choice of entity on the social enterprise frontier “ (excerpt on L3Cs)) (Cases and Articles folder, Blackboard)
- Vermont: Low Profit limited liability company (for hybrid nonprofits or social enterprises) www.sec.state.vt.us/corps/dobiz/llc/llc_l3c.htm
- Elkington & Hartigan, *The Power of Unreasonable People*, Ch. 1 (custom reading packet)
- Yunus, Chapter 2 (custom reading packet)

Topic: Marketing strategy

- Searce, Kasper, & McLeod Grant, “Working Wikily” (Cases and Articles Folder, Blackboard)

Optional: Other resources on choice of business/legal structure:

- Legal, regulatory and tax barriers to social entrepreneurship” <http://www.linklaters.com/pdfs/publications/community/schwab2.pdf>
- “How to form a 501(c)(3) Nonprofit corporation” <http://smallbusiness.findlaw.com/business-structures/non-profit/incorporate-non-profit-how-to-form.html>
- “Capital Ideas” <http://www.socialedge.org/blogs/capital-ideas>
- Social Edge: discussion of various business structures <http://www.socialedge.org/discussions/business-models/the-social-and-commercial-two-step>
- The Emerging Fourth Sector, <http://www.fourthsector.net/learn/fourth-sector>.
- Bromberger, Social Enterprise: A Lawyer’s Perspective http://www.fourthsector.net/attachments/11/original/ARB_social_enterprise_white_paper_v4.pdf?1229548282

Important Reference: “*Doing Business, 2010*,
<http://www.doingbusiness.org/documents/fullreport/2010/DB10-full-report.pdf>

Class 9: November 1

Topic 8: The single greatest challenge: finding funds to launch or grow

Speaker: Casey Verbeck, founder and CEO, Touchpoint Trust Group

Assigned reading:

- **Case: “Ecotourism at Dana Preserve”** (Cases and Articles folder, Blackboard) **(Team 2)**
- Elkington & Hartigan, Ch. 2 (custom reading packet)

Due: White Paper

Class 10: November 8

Topic 9: Ongoing challenges: Expansion and growth

Speaker: Dr. Don Bader: Scaling a social enterprise - cardiac care for the poor

Assigned reading:

- **Case: “The MicroConsignment Model: Bridging the “Last Mile” of access to products and services for the rural poor “** (Cases and Articles folder, Blackboard)

Activity: Team meetings with instructor to discuss project and grading criteria

Due: detailed outline of project report and proposed grading criteria

Class 11: November 15

Topic 9: Ongoing challenges: replicating and scaling with other models

Assigned Reading

- **Case: ApproTEC** (custom reading packet) **(Team 3)**
- Bradach, “Going to Scale: The Challenge of Replicating Social Programs, :
http://www.ssireview.org/images/articles/2003SP_feature_bradach.pdf
- Dees, “Scaling Social Impact: Strategies for spreading social innovations,”
www.caseatduke.org/documents/scaling_social_impact.pdf
- Bornstein Ch. 20

November 22-26 : Fall Break – No Class

Class 12: November 29

Topic 10: New opportunities: - Crafting strategic alliances

Assigned reading:

- **Case: IPODERAC** (custom reading packet)(**Team 4**)
- **Case: “[Amanco: Providing Irrigation Systems to the Rural Poor](#)”** (**Team 5**)
- Nelson and Jenkins, “Investing in Social Innovation: Harnessing the Potential of Partnerships between corporations and social entrepreneurs”
http://www.hks.harvard.edu/m-rcbg/CSRI/publications/workingpaper_20_nelson_jenkins.pdf
- Austin, “Strategic Alliances”
www.ssireview.org/images/articles/2003SU_feature_austin.pdf

Class 13: December 6

Topic 11: Leadership of a Social Enterprise

Speaker: Greg Van Kirk, Ashoka Fellow/Social Entrepreneur, co-founder of Community Enterprise Solutions

Assigned reading:

- Shortall, “Strategies for Managers Working Within Founders’ Syndrome Organizations”
http://www.socialenterprise.net/pdfs/Emerging_Paper_7_Jan_07.pdf
- Below and Trip, “Freeing the Social Entrepreneur” (Cases and Articles folder, Blackboard)
- Albion, “Monk, Architect, Diplomat” (Cases and Articles folder, Blackboard)
- TBD

Due: All teams: Final project reports to instructor and project partner

Class 14: December ____ (Date and time of final exam)

Wrapping Up: Final team project powerpoint presentations

Due: Final essay

MISCELLANEOUS IMPORTANT INFORMATION:

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Honor Code and Plagiarism

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me as early in the semester as possible (at least two weeks in advance) so that there is adequate time to make necessary arrangements. See full details of the campus policy at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Campus Resources to assist students with writing

The Writing Center <http://www.colorado.edu/pwr/>

Student Academic Services <http://www.colorado.edu/SASC/>

Foreign and International Students <http://www.colorado.edu/OIE/iss/index.html>

Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices.