



2018-19 Curriculum Electives

How can I be a leader who makes a difference in the world?
How can I be an effective business leader in the 21st century?
How can my MBA skills be applied to achieve impact?
How can businesses be effective in creating social value?

The Social Enterprise Initiative (SEI) applies innovative business practices and managerial disciplines to drive sustained, high-impact social change. Through an integrated approach to teaching, research, and activities at HBS, SEI engages with leaders in all sectors to generate and disseminate practicable resources, tools, and knowledge with the ultimate goal of bettering society. During the second year, students may choose from a range of Social Enterprise elective courses, enabling the integration of the frameworks and functional skills learned in the first year.

Many of these courses are cross-cutting and offered in conjunction with other functional units at the School. Our 2018-19 electives reflect HBS's focus on management, leadership, innovation, and field-based learning to offer students the opportunity to examine the application of management concepts in a multitude of complex environments and a framework to apply successful business models to address key social issues.

Additionally, these courses allow students to explore the variety of roles they may play at different stages in their careers, including starting and/or leading social enterprises, and applying business leadership to address society's challenges.

Brief overviews of our 2018-19 core offerings are provided on the following pages, along with a list of additional opportunities and resources.



LEARN MORE
www.hbs.edu/socialenterprise

Course Listing

Business at the Base of the Pyramid

Senior Lecturer Michael Chu

Spring Q3 & Q4

The course provides an understanding of how business delivers goods and services to low-income segments that in most of the world constitute the majority of the market, in terms of population and expenditures, but nevertheless remain significantly underserved. This opens the opportunity for innovative, disruptive models to dramatically expand access while generating commercial returns. The course focuses on the key factors behind the business success and failure of such enterprises and the key drivers of profitability. In the process, it allows examining the extent to which social value is aligned (or not) with financial returns. The course is especially relevant for those interested in general management, emerging markets, lower-income segments in developed nations, and the interplay of business, government, and civil society.

This course is offered in conjunction with Finance.

Entrepreneurship and Technology Innovations in Education

Senior Lecturer John J-H Kim

Spring Q3 1.5 credits with *optional* Q4 1.5 credit additional project/paper

Entrepreneurship and Technology Innovations in Education (ETIE) is a course that explores how entrepreneurs are applying business practices and technology innovations to transform classrooms and schools/colleges to lead to higher performance. With nearly \$4 trillion spent globally annually and life outcomes closely linked to educational attainment levels, entrepreneurs and investors are stepping in to reimagine the classroom and schools, and the whole approach to teaching and learning. The sector has witnessed innovations such as tools to highly personalize learning, online learning platforms to increase access, and new school models that are addressing the lack of quality public schools in places like India. Recently, entrepreneurs are developing machine learning and AI approaches to transforming education. With trillions of dollars spent annually on education around the world, the large potential market, and significant technological advancement, the sector is undergoing a major transformation. ETIE takes a general management approach and is intended for a broad audience. The course is appropriate for students who are interested in creating, leading, investing, or merely supporting education enterprises. No prior experience in education is required. *ETIE can be combined with a 1.5-credit Field Course in Q4 to create a 3.0 credit Fall course. Students electing this option participate in the 14-class Q3 module and complete a significant paper / project in Q4.*

Investing in the 21st Century: Return, Risk and Impact

Professor Shawn Cole; Senior Lecturer Vikram Gandhi

Fall Q1 & Q2

This is an investing/finance course, designed to build on skills introduced in the RC finance course, but with an emphasis on how and whether investors should incorporate what have traditionally been considered “non-financial” criteria in their decisions: for example, climate risk, minority representation on boards, and even the potential to create social good. An increasing share of assets globally are subject to a non-financial (environmental, social, and governance (“ESG”) and impact screen), including over 25% of all professionally managed assets worldwide (ca. \$23 trillion). Most large asset owners are establishing sustainability, “ESG” or impact investment practices, and developing products to meet the demands of capital owners, including pension funds, endowments, and family offices. In public markets, we will evaluate the costs and benefits of negative screens, ESG integration, and activist investing. Private market cases cover venture capital in Asia and Africa, private equity in the US renewables market, as well as instruments, such as social impact bonds. This content is relevant for all students interested working in and around the investment industry. The course can be taken on a stand-alone basis or as a complement to Private Equity Finance, VC/PE, and Entrepreneurial Finance. *This course is offered in conjunction with Finance.*

Leading Social Enterprise

Professor Herman “Dutch” Leonard

Fall Q1 1.5 credits with *optional* Q2 1.5 credit additional project/paper

This course is about leadership and strategy for creating, developing, and scaling high-performing social enterprises – be they for-profit, non-profit, or hybrid organizations. The course examines how to: a) develop a value-creating mission; b) build a strategy that aligns a theory of social change with a sustainable business model that can provide the requisite resources; c) operationalize the strategy by building performance management systems that measure social returns for society and guide strategic decision-making; and, d) scale impact through multiple avenues including organic growth, collaboration, and policy advocacy. The course draws on cases from diverse industries – such as education, health, youth services, and poverty alleviation, and impact investing – as a basis for identifying more general leadership lessons. The course also includes conversations with social sector leaders at various stages of their careers on contemporary debates, innovations, and future directions. *LSE can be combined with a 1.5-credit Field Course in Q2 to create a 3.0 credit Fall course. Students electing this option participate in the 14-class Q1 module and complete a significant paper / project in Q2.*

Power and Influence

Professor Julie Battilana

Fall Q1 & Q2

This course focuses on understanding power and influence dynamics and learning to use them as effective tools for analyzing your surroundings and achieving your goals. It is a course for those of you who want to make things happen, despite the obstacles that might stand in your way, and is also intended to unearth your implicit theories and feelings about power and influence. We will use conceptual models, tactical approaches, self-assessment tools and simulation exercises to help you develop your own influence style and understand political dynamics as they unfold around you. After introducing you to the volatile dynamics of power and influence at work, the course will help you develop a deeper understanding of political issues through three interrelated modules: power and influence in interpersonal relationships (how to influence others); in organizations (how to navigate organizational politics); and in society (challenges of transforming your environment). Reflecting on these issues is crucial for anyone who wants to make a difference in the world. *This course is offered in conjunction with Organizational Behavior.*

Public Entrepreneurship

Professor Mitchell Weiss

Spring Q3 & Q4

The last few years have seen a global wave of entrepreneurs start companies that sell to government or directly to citizens, and growing interest in these companies by venture capital funds and other investors. The application of the blockchain, AI, sensors, the cloud and other technologies towards public problems has hastened interest by entrepreneurs in this space. Collaborating with them are Chief Innovation Officers, Chief Data Officers, Chiefs of Staff and other public leaders transforming government. The course will help students evaluate and prepare for careers as startup founders/joiners in this area and as “extreme inventors” inside government. Public entrepreneurs borrow from the strategies of private entrepreneurship and adapt those practices into contexts with high levels of public engagement and scrutiny, unique political opportunities and risks, and diverse and often entrenched stakeholders. The course looks at these contexts and encourages students to see them as potential obstacles, but when addressed creatively, as potential drivers of progress and value as well. *This course is offered in conjunction with Entrepreneurial Management.*

Social Entrepreneurship and Innovation

Senior Lecturer Brian Trelstad

Half-course Spring Q3 & Q4

Combining the tools of philanthropy, business, and advocacy, social entrepreneurs have tackled long-standing societal issues like teacher training, college access, global public health, renewable energy, and sanitation. Social entrepreneurs seek to maximize social impact while sometimes satisfying a financial return, using nonprofit, for-profit, and hybrid models. The course is positioned from the perspective of the social entrepreneur. It will seek to take students through the journey of innovation and ideation, to opportunity assessment, to raising capital and team formation, to ultimate scale and sustainability. As a by-product of that journey students will gain an understanding of social enterprises, their many forms and approaches, and the major milestones in their development. The course will draw on the extensive experiences of Brian Trelstad, who was Chief Investment Officer at Acumen Fund, and is now a partner at Bridges Fund Management.

Social Innovation Lab: Field Course

Senior Lecturer John J-H Kim; Senior Lecturer Brian Trelstad

Spring Q3 & Q4

This course provides students an opportunity to use the discipline of entrepreneurial management, innovative design thinking as well as business tools and techniques to address social innovation topics that attempt to improve the quality of life of low-income and poor individuals and households anywhere in the world (including USA). For example, a past year’s team explored a potential business model to deliver nutritious and affordable groceries in poor neighborhoods. The course will also accept projects that attempt to solve a strategic problem for a client organization in the social sector. For example, a past year’s team developed a national scaling strategy for an urban youth services organization. Topics on education, impact investing, financial technology, among others are all topics which previous teams have worked on.

Check for updates on the EC Pre-registration tab.

Related courses

Arts and Cultural Entrepreneurship

(Professor Rohit Deshpande and Senior Lecturer Henry McGee)

Doing Business in Africa

(Senior Lecturer John Macomber)

Managing the Future of Work

(Professor William Kerr)

Microeconomics of Competitiveness

(Professor Laura Alfaro)

Reimagining Capitalism

(University Professor Rebecca Henderson; Professor George Serafeim)

Sustainable Cities and Resilient Infrastructure

(Senior Lecturer John Macomber)

See more on “Related courses” on the Social Enterprise Initiative website:

www.hbs.edu/socialenterprise

“The Social Enterprise courses have both challenged my assumptions of how to be effective as a leader and confirmed my commitment to the social enterprise field throughout my future.”

Additional Field-based Learning Opportunities

- Many courses include **course papers**, allowing students to apply their learning to real-world experiences. There are opportunities to focus on an organization or set of social enterprise issues in courses that include papers, both within the Social Enterprise offerings and in other areas of the MBA program.
- **Independent Projects in Social Enterprise** complement the classroom-based courses by providing second-year MBA students working individually or in teams the opportunity to apply their skills to the real-world challenges facing social enterprises under faculty supervision, and report their recommendations at the end of the term. For more information, visit the MBA Program’s Field-Based Learning site. For information on funding for Social Enterprise Independent Projects, please visit the Grant Guidelines site.
- Both first- and second-year students can enter the Social Enterprise Track of the **New Venture Competition (NVC)**, which may include non-profit, for-profit, or hybrid model business plans. Qualifying project teams are eligible to receive grants for the reimbursement of eligible expenses. For more information, visit the NVC website.

Connect with EC students

Angelo Carino (OG): Business at the Base of the Pyramid; Leading Social Enterprise plus project; Public Entrepreneurship

Julia Cormier (OE): Business at the Base of the Pyramid; Leading Social Enterprise plus project

Rebecca Feickert (OB): Power and Influence; Social Enterprise Independent Project

Adam Giansiracusa (OD): Business at the Base of the Pyramid

Kenzie Haygood (OF): Business at the Base of the Pyramid; Leading Social Enterprise

Reilly Kiernan (OI): Investing for Impact; Public Entrepreneurship

Matt Komenda (OH): Business at the Base of the Pyramid; Leading Social Enterprise

Alex Landon (OA): Entrepreneurship and Technology Innovations in Education; Public Entrepreneurship

Austin McKinney (OG): Leading Social Enterprise plus project

Iryna Papalamava (OF): Entrepreneurship and Technology Innovations in Education

Phoebe Peronto (OI): Leading Social Enterprise; Public Entrepreneurship

Eduardo Russian (OB): Business at the Base of the Pyramid; Public Entrepreneurship; Social Enterprise Independent Project

“Social Enterprise classes provide a unique and valuable learning perspective. You are forced to expand your thinking to encompass businesses that operate with a double bottom line, have remarkably diverse constituencies, and rarely have monetary incentive levers to pull. Regardless of whether or not you have an interest in working in the sector, the creativity encouraged through each case discussion is a really valuable complement to other elective courses.”

DID YOU KNOW...

360+

Social Enterprise
core electives have
over 360 enrollments
each year



Harvard Business School
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