

PPPM 610, Social Enterprise
Winter 2019
(4 credits)
CRN: 25823

University of Oregon School of Planning, Public Policy & Management

Course Website: <http://canvas.uoregon.edu>

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Class Location: 230, Lawrence Hall
Class Timing: Mondays, Wednesdays | 4:00 – 5:20 PM
Office hours: 3:00 PM – 4:00 PM Tuesdays
10:00 AM – 11:15 PM Wednesdays
and by appointment (please email)

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This course will introduce students of nonprofit management (and related fields) to the emerging field of social enterprise and hybrid organizations. The course will be structured around four elements:

1. The Role and Impact of Social Enterprise
2. The Social Enterprise Ecosystem
3. The mechanics, tensions, and realities of starting and/or managing a social enterprise
4. The skills to evaluate and measure social enterprise activities and scale up its impact

The course will balance U.S. domestic and global examples of social enterprise to address a wide range of social and environmental issues. We will focus on (and critically examine) the work of social enterprise practitioners, as well as the many organizations that support them over the course of their development.

Throughout the course, we will use both academic and practitioner-oriented readings to relate theory to practice. The course is divided into 4 modules: *The Social Entrepreneur*, *The Social Enterprise*, *The Social Enterprise Ecosystem*, and *Getting to Scale*. During the first half of the term, each week we will discuss a different concept related to social entrepreneurship, social enterprise and its surrounding ecosystem, with material (including readings and videos) that illustrate key elements of the concept. Additionally, we may hear from guest speakers (in person or via Skype/Google Hangouts), who will speak about their experiences in their particular field of social enterprise. During the second half of the term, we will focus on three important elements of the social enterprise field: learning from measurement; learning from failure; and taking the enterprise to scale.

General information

This course is designed to provide an overview of social enterprise, and teach students about the resources available to social entrepreneurs as they strive to grow their organizations. The required readings, guest speakers, in-class exercises, and assignments will help students understand the role of social enterprises in the economy, and ways to support them. Students who are interested in learning more about a specific sub-field of social enterprise are welcome to speak with me, and I can suggest additional resources.

For all writing assignments in class, the quality of your written work must be high. Poor quality writing is distracting to readers. If you are not a very proficient writer, have a hawk-eyed friend assist you in editing your work. The written assignments have length limits because conciseness is key skill in the field of social enterprise. It is your responsibility to get assignments in on time; late assignments may have a per-day point penalty. It is also your responsibility to ensure you can access the course website. If you cannot be in class to turn in an assignment that is due, feel free to mail or email your assignment.

Read the weekly readings BEFORE class.

I may occasionally show some videos in class. You can choose to watch the video (with closed captioning/subtitles) or listen to the audio only. The visual component is not essential to understanding the content.

Competencies

By completing this course, students will be able to:

- Compare and contrast the role of nonprofit organizations, social enterprises, and commercial enterprises, and identify areas of our economy and society where social enterprises can play a role.
- Understand emerging policies and regulations regarding social enterprise (both, in the United States and in other countries), and the range of organizations (impact investors, foundations, incubators, and government agencies) that offer support to social enterprises at various stages of their development.
- Understand the mechanics of starting and/or managing a social enterprise, identifying how to balance mission and revenue, measuring social performance, potential pitfalls, and paths to growth.
- Research one area of social enterprise more deeply to build expertise, and apply this knowledge in developing a compelling business plan for a new social enterprise.

Grading Components

The assignments for this class are designed to assess two aspects of learning – (1) how well you understand the material and discussions in the class, and (2) how well you apply these lessons to real-world situations that are common in the field of social enterprise. Grading rubrics for each assignment will be posted on Canvas. All assignments are to be submitted through Canvas, unless otherwise stated. No printed copies, please.

Grades will be assigned according to the following points distribution.

Grade Distribution	
A	94-100%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

Class Participation (10% of the grade): Students are expected to be active participants in classroom discussions. Additionally, each student must prepare at least one question for each guest speaker in the course. Note that participation is based on the overall quality of the input and not strictly on quantity.

Midterm: (20% of the grade): The midterm exam will be based on course readings, class discussions and guest speaker material. The midterm will be take-home and open book. You will receive further instructions in class.

Research Paper (30% of the grade): Students can select one of the following options for their research paper. If there is another social enterprise topic that you are interested in writing about, please schedule an individual meeting with me by Week 2. The paper should be 8-10 pages in length. You may submit a draft of the paper in Week 7 for feedback (returned in Week 8).

Paper Topics:

1. *Feasibility Analysis*

Using an organization that you are familiar with, conduct a feasibility analysis of whether or not they could undertake some aspect of social enterprise. For example, if it is a nonprofit organization you work for, could they generate some portion of their operating budget through earned revenue?

If you have never undertaken a feasibility analysis, you will definitely want to investigate resources for how to do this. Much of the material for such an analysis can be drawn from published sources (e.g., industry data), but the analysis will be much stronger if you have access to the executives of the organization and the ability to conduct interviews and/or examine internal data.

There are many books and articles written about this. To give you a start here are two http://www.uwcc.wisc.edu/manual/chap_5.html

<http://www.enterprisingnonprofits.ca/planning-your-social-enterprise/feasibility-study>

2. *Understanding existing social enterprises*

Conduct a SWOT or stakeholder analysis comparing two social enterprises that are trying to address a similar problem, in a similar geographic context. What surprised you? What did you learn? How do the various modules of the class relate to the social enterprises you are studying?

3. *A Social Entrepreneurs Biography*

Interview an existing social entrepreneur and develop a biography to understand what makes such individuals “tick:” their background and upbringing, stages of life, how and why they became a change agent, their motivations, philosophy of life, leadership skills and style, vision, and strategies for transformation. How did they generate their big, bold ideas? What were the results of their work/impacts? What lessons do they suggest for young, budding social entrepreneurs today? How do you evaluate their successes and failures?

Application for Echoing Green Fellowship (30% of the grade): At the beginning of the term, students will be presented with a group of real-world social challenges. Students will use the material covered in class to envision a social enterprise to address a social challenge of their choice, and prepare an application adapted from the application program of the Echoing Green Fellowship – one of the most prominent social entrepreneurship acceleration programs in the world. You should research examples of other social enterprises in the field to develop your application. The application form will be posted on Canvas.

Presentation of Echoing Green Application (10% of the grade): We will conclude class with a “demo day”, during which you will present your social enterprise as a potential applicant for support from the Echoing Green Fellowship Program. Your fellow students (and I) will ask questions from the perspective of the Echoing Green selection panel. Additional instructions will be provided in class.

NOTE: Both American English (e.g., organization, color) and British English spellings (e.g., organisation, colour) are perfectly acceptable in class. You are also free to use either Metric or Imperial units in your assignments as needed.

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements with me as soon as possible.

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students or other authors and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from me. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Inclusion & Duty to Report Sexual Assault

The School of Architecture and Allied Arts, the administrative home of the PPPM department, is a community that values inclusion. We are committed to equal opportunities for all students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please let me know. If you are reluctant to speak to someone in person, please know that the University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

In addition, we are also committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender based stalking. If this happens to you or a student you know, I will counsel you/and or the student to seek confidential assistance at the University Health Center and the University Counseling Center. I am required by the University to report this to the PPPM Department Head and the Office of Affirmative Action and Equal Opportunity so that the incident can be investigated and appropriate action taken.

Required Readings:

All required readings will be posted online. There is no textbook for this course. In addition to the readings listed below, I may post additional articles, blogs and videos on Canvas, so please be sure you receive notifications or check Canvas regularly.

Recommended Readings (NOT REQUIRED)

These are not required, we may use specific chapters from some of these books, but if you're interested in diving into a particular topic, then here are some recommendations. Feel free to ask me for other ideas or suggestions based on your interests

If you are actually considering starting a social enterprise of your own, I highly recommend the following book by Eric Carlson & Jim Koch. It's built on decades of experience supporting hundreds of social entrepreneurs in the Global Social Business Institute (GSBI) at Santa Clara University, one of the most prominent and well-known programs in the field.

- Carlson, E. & Koch, J. (2018). Building a Successful Social Venture: A Guide for Social Entrepreneurs.

If you're interested in impact investing, then Cathy Clark and her co-authors have an excellent book that goes over much of the history and the basics of the field

- Clark, C., Emerson, J. & Thornley, B. (2015). The Impact Investor.

If you're interested in innovation and social accelerators, here are a couple of suggestions (with apologies for the self-promotion!):

- Baird, R. (2017). The Innovation Blind Spot. Why We Back the Wrong Ideas – and What to Do About It
- Roberts, P.W. & Lall, S.A. (2019). Observing Acceleration: Uncovering the Effects of Accelerators on Impact-Oriented Ventures

Class Schedule (Tentative: Subject to Change during the Quarter)

Week 1: January 7, January 9

Introduction to Social Entrepreneurship & Social Enterprise: Getting comfortable with ambiguity

This introduction to Social Entrepreneurship will focus on the following questions:

- Who are social entrepreneurs? What motivates them to start social enterprises?
- How are social enterprises different from nonprofits?
- How do social enterprises differ around the world?

Readings

- Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*, 10(3), 51-55. [4 p]
- Young, D. R., & Lecy, J. D. (2014). Defining the universe of social enterprise: Competing metaphors. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 25(5), 1307-1332. [25 p]
- Kerlin, J. A. (2006). Social enterprise in the United States and Europe: Understanding and learning from the differences. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 17(3), 246-262. [16 p]

Week 2: January 14, January 16 (Recorded Lecture due to Conference Travel)

Module 1: The Social Entrepreneur

We start by studying the people that start social enterprises – who are social entrepreneurs? What makes them decide to start a social enterprise? How does their background and training influence the nature and activities of the social enterprises they develop?

Readings

- Auerswald, P. (2009). Creating Social Value. *Stanford Social Innovation Review*, 50-55 [6 p]
- Lee, M. & Battilana, J. (2013). How the Zebra Got Its Stripes: Imprinting of Individuals and Hybrid Social Ventures. *Harvard Business School Working Paper*, 1-51. [51 p]
- Bosma, N. et al. (2015). Global Entrepreneurship Monitor Special Topic Report: Social Entrepreneurship. *Global Entrepreneurship Monitor Consortium (SKIM)* [44 p]

Week 3: NO CLASS JANUARY 21 (MLK Day), January 23

Module 2: The Social Enterprise

We will learn about the emerging legal forms of social enterprise, in the United States and abroad, and how these legal structures help and hinder social entrepreneurs in balancing their social and financial missions.

Readings

- Cooney, K., et al. (2014). Benefit Corporation and L3C Adoption: A Survey. *Stanford Social Innovation Review*. http://ssir.org/articles/entry/benefit_corporation_and_l3c_adoption_a_survey (SKIM) [6 p]
- State by State Status of Legislation: <http://benefitcorp.net/policymakers/state-by-state-status> (Focus on section on Oregon) [10 p]

- Teasdale, S., Lyon, F., & Baldock, R. (2013). Playing with numbers: a methodological critique of the social enterprise growth myth. *Journal of social entrepreneurship*, 4(2), 113-131. [18 p]
- Dey, P. & Steyaert, C. (2012). Social Entrepreneurship: Critique and the radical enactment of the social. *Social Enterprise Journal*, 8(2). 90-107 [19 p]

Week 4: January 28, January 30

Module 2: The Social Enterprise (contd.)

We deconstruct (and maybe reconstruct) the social enterprise model into its essential components, and critically examine each part through discussion and in-class exercises. We also look at some critiques of social enterprise, and how social enterprises interact with their ecosystem.

Readings

- Desa, G., & Basu, S. (2013). Optimization or bricolage? Overcoming resource constraints in global social entrepreneurship. *Strategic entrepreneurship journal*, 7(1), 26-49. [25 p]
- Ebrahim, A., Battilana, J., & Mair, J. (2014). The Governance of Social Enterprises: Mission Drift and Accountability Challenges in Hybrid Organizations. *Research in Organizational Behavior*. 34, (81-100) [20 p]
- Janus, K.K. (2016). A Call for Inclusive Entrepreneurship. *Stanford Social Innovation Review* [4 p]
- TBD

Week 5: February 4, February 6

MID-TERM EXAM (TAKE HOME)

Module 3: The Social Enterprise Ecosystem – Social Incubators, Accelerators and Fellowship Programs

Social incubators, accelerators, and fellowship programs provide a range of non-financial services such as mentoring, business support, access to investors, and opportunities for peer-to-peer learning. They are often the first source of support that social entrepreneurs look for and can play an influential role in shaping the organization.

Readings:

- Report: Miller, P. & Stacey, J. (2014). Good Incubation: The Craft of Supporting Early-Stage Social Ventures”. NESTA, (1-51) (SKIM) [51 p]
http://www.nesta.org.uk/sites/default/files/good_incubation_wv.pdf
- Report: Roberts, P., et al. (2016). Accelerating the Flow of Funds into Early-Stage Ventures. The Aspen Institute and Emory University
<https://www.galidata.org/publications/accelerating-the-flow-of-funds-into-early-stage-ventures/>
- Nwuneli, N.O. (2015). Creating a Level Playing Field for Social Innovators in Africa. *Stanford Social Innovation Review* [5 p]
- Roberts, P.W. & Lall, S.A. (2019). Ch. 2: Entrepreneurs, Ecosystems & Accelerators from “Observing Acceleration: Uncovering the Effects of Accelerators on Impact-Oriented Ventures”
- Website: www.echoinggreen.org
- Website: <http://www.vilcap.com/>

Week 6: February 11, February 13

Module 3: The Social Enterprise Ecosystem (contd.) – The Social Finance Spectrum

Donors (both public and private) play an active role in this field, by funding social enterprises directly, or by supporting intermediaries that advise and mentor social entrepreneurs. We move from donors and philanthropists to the world of social impact investing, where funders provide capital, and expect financial returns in addition to social impact.

Readings:

- Salamon, L. (2014). Ch. 1: Introduction, from “New Frontiers of Philanthropy: A Guide to the New Tools and Actors Reshaping Global Philanthropy and Social Investing”. *Oxford*. (3-87). [85 p]
- Global Accelerator Learning Initiative (2016). Entrepreneurship and Acceleration – Questions from the Field (Entrepreneur Mobility). <http://ande.site-ym.com/blogpost/737893/262182/Entrepreneurship-and-Acceleration-Questions-from-the-Field-Entrepreneur-Mobility-November-2016> (1-7) (SKIM) [7 p]
- Global Accelerator Learning Initiative (2017). Entrepreneurship and Acceleration – Questions from the Field (Startup Financing by Sector and Geography) https://www.galidata.org/assets/report/pdf/GALI-databrief6_StartupFinancing_092217.pdf (SKIM) [9 p]
- Website: www.omidyar.org
- Website: <https://globalinnovation.fund/>
- Website: www.thegiin.org

Week 7: February 18, February 20

Draft of Research Paper due for feedback (optional, not graded)

Module 4: Learning from Measurement

Social performance measurement and evaluation is critical to the legitimacy of social enterprise, but these organizations often struggle to find methods that are both rigorous and practical. We will discuss the challenges that social enterprises face in measurement, and some emerging solutions. We will also discuss how social enterprises use measurement to report to funders, manage their performance, and balance their social and financial priorities.

Readings

- TBD
- Dichter, S., Adams, T., & Ebrahim, A. (2016). The Power of Lean Data. SSIR. [11 p]
https://ssir.org/articles/entry/the_power_of_lean_data
- Wydick, B. (2015). The Impact of TOMS Shoes (blog, original study linked for those interested) [7 p]
<http://www.acrosstwoworlds.net/?p=292>
- Issue Brief: Global Accelerator Learning Initiative (2016). Entrepreneurship and Acceleration (Impact Measurement). (1-7) [7 p]
<http://ande.site-ym.com/blogpost/737893/247542/Entrepreneurship-and-Acceleration-Questions-from-the-Field-Impact-Measurement-May-2016>
- Website: <http://iris.thegiin.org>

Week 8: February 25, February 27

Module 4: Learning from Failure

There is a growing movement in Social Enterprise to discuss and learn from failures, with several social entrepreneurs openly discussing the mistakes they have made. We will discuss some of these efforts, and talk about learning from failure.

Readings

- Wang, J. (2016). Forgetting Failure. SSIR [5 p]
https://ssir.org/articles/entry/forgetting_failure
- Engineers Without Borders (2015). 2014 Failure Report: Monitoring, Evaluating, and Adapting to Failure (1-20) [20 p]
https://www.ewb.ca/sites/default/files/EWB_FAILURE%20REPORT.pdf
- Failure Case: Vittana (1-25) [25 p]
- Additional Readings on Vittana

Nextbillion (2014). Why did Vittana close down?: The real question: why don't more organizations pull the plug? [9 p]

<http://nextbillion.net/nexthought-monday-why-did-vittana-close-down/>

Peery Foundation (2014). A conversation with Vittana's former COO. [8 p]

<http://www.peeryfoundation.org/pfwhiteboard/2014/10/29/a-conversation-with-vittanas-former-coo>

Where Kiva Works – Vittana [8 p]

<https://www.kiva.org/about/where-kiva-works/partners/264>

Week 9: March 4, March 6

Echoing Green Application Due March 8

Module 4: From Blueprint to Scale

How can social entrepreneurs use the resources available to them to help take their ventures to scale?

Readings

- Report: Koh, H., Karamchandani, A., & Katz, R. (2012). From blueprint to scale: The case for philanthropy in impact investing. *Monitor Group and Acumen Fund.* 1-68 [68 p]
- TBD

Week 10: March 11, March 13

Final Paper Due

Module 4: Demo Days

Presentation of Echoing Green applications (Additional details provided in class)