

Men and Women for Others



**WHAT I LEARNED
In Social Entrepreneurship
Course Development
(2013-15)**

Jill Bernaciak

Jesuit Tradition

In the words of Rev. Pedro Arrupe, S.J., the goal of Jesuit Catholic education is to develop “men and women for and with others.”





Muldoon Center
for Entrepreneurship

at John Carroll University



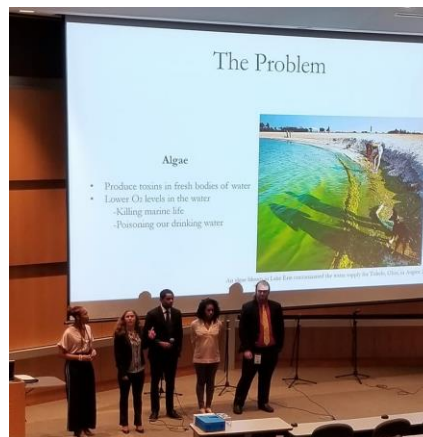
*“Social entrepreneurs identify resources where people only see problems. They view the villagers as the solution, not the passive beneficiaries. **They begin with the assumption of competence and unleash resources in the communities they’re serving.**”*

David Bornstein, author of *How to Change the World: Social Entrepreneurs and the Power of New Ideas*





- A founding member of the Entrepreneurship Education Consortium (EEC), a consortium of 11 colleges and universities in northeast Ohio.
- Top 25 School for Entrepreneurship
- Collaborative and Competitive Culture



UNIVERSITY LEARNING GOALS

INTELLECT
CHARACTER
LEADERSHIP
SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

- Demonstrate an integrative knowledge of human and natural worlds
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Act competently in a global and diverse world
- Understand and promote social justice
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Understand the religious dimensions of human experience.

Course Description

- ER 304. SOCIAL ENTREPRENEURSHIP
- 3 credit hours
- Prerequisite: ER 201 and ER 301 or MN 364.
 - Applies the principles examined in ER 301 to social enterprises.
 - Introduces the meaning and importance of social entrepreneurship in the modern economy
 - Demonstrates how entrepreneurial orientation can assist in the attainment of non-profit and social objectives as a means for social justice.

UNIVERSITY LEARNING GOALS

INTELLECT CHARACTER LEADERSHIP SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

CHARACTER

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- **Cultivate a habit of reflection**
- **Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities**
- **Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good**
- **Practice mature decision making and care for the whole person**
- **Act competently in a global and diverse world**



Goal: Act Competently in a Global and Diverse World

- Outcomes

- Recognize a serious social problem that needs addressing

- Sources: Statistics, expert quotes, and compelling stories

- Sample problem statements

- Include “*who, what, why, where, when, and how*”

“A growing number of women in Highland Falls lack the confidence and know-how to obtain employment and be self-sufficient due to low literacy in our region.”

“In Townsville, low-income residents with bad or no credit do not have resources available to help them improve their current living situations.”

Goal: Act Competently in a Global and Diverse World

- Outcomes, cont.
 - Develop innovative solutions to social problems
 - Research-based brainstorming (divergent domain), creative problem-solving (convergent domain)
 - What needs to change: why is there is a need for an intervention? “What problem are we working to solve?”



Goal: Act Competently in a Global and Diverse World, cont.

- Refine target population description/needs, problem statement and solution ideas
 - Collaborate with subject matter experts on a global scale
 - Center for Social Action, Non-Profit Administration Program, Campus Ministry, and academic experts

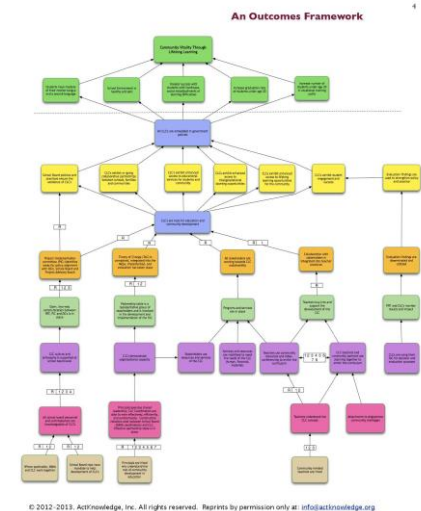


Goal: Act Competently in a Global and Diverse World, cont.

- Prove feasibility of proposed social problem solutions (social enterprise planning guide)
 - Develop a Theory of Change (TofC Map)
 - Complete Business Model Canvas
 - Create 4-6 measurable outcomes that collectively result in a significant positive social impact

The Business Model Canvas				
Designed by: _____		On: ____/____/____		
Designed for: _____		Iteration #: _____		
Key Partners	Key Activities	Idea and Value Proposition	Customer Relationships	Customer Segments (Market)
	Key Resources		Channels	
Cost Structure		Revenue Streams		

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About Outcomes

- Measurable results or impacts that occur because of program activities and services
 - Acceptable as valid by stakeholders
 - Learning
 - “Teens ages 15-18 increase their commitment to community service.”
 - Action
 - “Teens ages 15-18 participate in community service.”
 - Condition
 - “Teens ages 15-18 have improved employment prospects because of community service.”

About Theory of Change Map (Causal Framework)

- Graphs the types of **interventions** that bring about the outcomes desired
- Narrative explains logic and supporting research
 - **Rationales that** explain the connections between the outcomes and why one outcome is needed to achieve another.
 - **Assumptions** explain the contextual underpinnings of the theory.
- All outcomes given 1+ **indicators** of success

Adapted from ActKnowledge, Inc.

UNIVERSITY LEARNING GOALS

INTELLECT
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SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

SERVICE

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- **Understand and promote social justice**
- **Work actively toward creating a more inclusive, welcoming, and just community**
- **Serve in their communities as engaged citizens and advocates**



Goal: Understand and Promote Social Justice

- Value the equality and dignity of all persons
- Understand the obligation to provide opportunity of voice and equitable access for all
- Examine the conditions that have given rise to injustice



Goal: Understand and Promote Social Justice, cont.

- Individual essays applying concepts of social entrepreneurship
 - Case studies
 - Recommended next steps
- Personal reflections
 - Values assessment and personal experiences
- Readings on emerging trends and research
 - For-profit, non-profit, hybrid social businesses



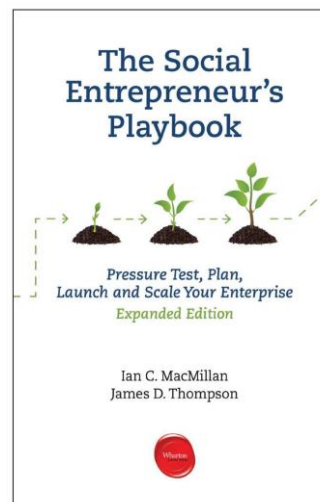
Goal: Understand and Promote Social Justice, cont.

- Understand the consequences of injustice
- Recognize the obligation for individuals to contribute to the common good and the obligation for society to make that participation possible for all
- Recognize unjust situations and take action to rectify them.



Understand and Promote Social Justice, cont.

- Develop a compelling and dramatic “unique selling proposition” for an idea for social change.
- Differentiate the unique selling proposition from existing solutions
 - Consider applying in a new context.



Screen-in Criteria

Criteria	Very Low > Very High
Number of people who will benefit	1 2 3 4 5
Suffering of target beneficiary as a result of problem	1 2 3 4 5
Long-term social impact potential of project	1 2 3 4 5
Degree of stakeholder support for project	1 2 3 4 5
Receptiveness of target beneficiaries to solution	1 2 3 4 5
Degree of local knowledge and experience of team and/or advisors	1 2 3 4 5
Degree of entrepreneurial experience of management	1 2 3 4 5
Ease of testing on a small scale (low cost, short time frame)	1 2 3 4 5
Total Score	___ out of 40

Understand and Promote Social Justice, cont.

- Apply for campus-based Idea competitions targeted to social enterprise
 - IdeaLab and the Soper Competition.



Understand and Promote Social Justice, cont.

- Present social entrepreneurship ideas to potential funders and sponsors
 - e.g., Akron Angels, SEA Change, Social Venture Partners, CSR officers
 - market analysis and realistic strategic plan
 - timeline, startup resources, evaluation plan

Funding Table

Funding Needs Areas	Source of Funding
Operations	
Equipment	
Inventory	
Land & Buildings	

Tree Shirts Success Story



- Mission: "educating people on the importance of protecting and restoring our natural rainforests."
- Sustainable organic cotton and bamboo t-shirts shipped in an envelope of recycled newspaper.
 - For every shirt purchased, Tree Shirts works with a partner organization (R.E.G.U.A.) to plant a tree in a deforested region of the Atlantic Forest in Brazil.



ER 304: Social Entrepreneurship
John Carroll University – Fall 2014



Image credit: [Shutterstock](#)

Professor: Jill Bernaciak

Office: Muldoon Center

Email: jbernaciak@jcu.edu

Office Hours: T and TH, 1:00-2:00P

Phone: (440) 668-3446

Syllabus and schedule are subject to change pending notice in class. Depending on class progress, there is likely to be opportunities for bonus points and speakers, both in and outside of class.

What is “positive social impact” and why do entrepreneurs get so passionate about it? How much passion do you need to actually make a living in a successful social entrepreneurship? How can you be both the creative architect and a responsible business person? (Aren’t these “different sides of the brain”?)

Complex questions challenged the most passionate, innovative and brilliant social entrepreneurs of our day. Happily, countless success stories have spurred growth in this sector, resulting in a ten-fold increase in the number of active social entrepreneurs, educators and researchers in the last ten years.

On an international level, the increasing faith and support from thought leaders, funders and the general public has produced inspiring results in true social justice causes: Access to food, water, human rights, energy, agriculture, health care and more is now possible in the most remote populations that were previously considered to be hopeless.

Data show that 80% of emerging consumers (people your age) want to buy from companies who emphasize “positive social impact”. In the US, principally, “social enterprise”, the *for-profit* dimension of social entrepreneurship, is growing fast in recent years. B Corporation has assessed and certified hundreds of private entrepreneurs for having a “social benefit”. Some large, public companies have also attained B Corporation certification. And a new legal form, the “Benefit Corporation”, is now available in ten states.

So how can YOU promote your “idea that makes a difference” and attract those who need your help, as well as like-minded partners, grant money or venture capital? Do you have to give up control of the idea in order to overcome the complex obstacles that you’ll inevitably face?

Today, social entrepreneurs take various forms: for-profits, non-profits, subsidiaries, foundations, joint ventures, and strategic alliances. The business form selected determines how the entity is funded (debt financing, personal assets, venture capital, grants or donations). Just as with traditional business, having investors and partners limits the ability of the entrepreneur to make everyday business decisions on her or his own.

Social businesses aren't exempt from accepted business methods in finance, operations and marketing. They must report results to stakeholders, and/or owners or shareholders. But these results are financial, only in part. It is no longer enough to constantly "chase money", and take time away from those in need to do so. "Social return on investment" (SROI) is the new metric for social entrepreneurs and non-profits, BUT exactly it means is highly debate-able.

We will experience this fascinating field hands-on by exploring your areas of passion, and by using our creativity skills and personal reflection, project experiments and competition, and by meeting the thought-leaders: virtually and locally. My goal is for you to benefit personally from this class, as a person who strives to do good in the world: not only as an entrepreneur, but as a member of society (through your religious and volunteer affiliations and donations). I hope that, in this class, you will learn to think more creatively and critically about where you put your time and resources.

Your engagement is vital to a satisfying experience in this class. Be mentally present, for your classmates' benefit, as well as your own. And be encouraged to engage emotionally and spiritually, as well. These are the drivers for meaningful and positive social impact!

YOUR INSTRUCTOR:

In 2001, I formed my social business, a coaching practice called What's Your Major?™, serving students who come out of high school without a career plan and who many not have been on the college prep track or have had vocational education. What's Your Major?™ is a service of Bernaciak Associates, LLC, through which we also provide marketing and educational consulting for clients, such as Harvard Business Publishing, Gerson-Lehrman Group, Bain & Company, Goldman Sachs, Juniper Networks, and a variety of publishing and local clients.

I have over 3800 followers on LinkedIn and am also very active in social media: @MajorsCareerOH, <http://northeastohiocollegesandcareers.com/>, www.facebook.com/whatsyourmajor, and www.soundcloud.com/beranciak

I started at John Carroll as a Visiting Professor of Marketing in 2008, am a Master member of the Muldoon Entrepreneurs Association. As a Burton D. Morgan Fellow, I was part of the team of JCU professors who created much of our entrepreneurship coursework. In my 20-year corporate life, I was a new product development director – and intra-preneur at American Greetings. I've also held marketing and new product development management roles for Fortune Brands, Berkshire-Hathaway and Harcourt. I have had profit and loss responsibility for over \$400 million in consumer product brands and led a \$50 million restructure for subsidiary, enterprise management and international divisions.

I'm on the executive committee, leading the marketing of [The Literacy Cooperative](#) and am a Partner with The Cleveland office of [Social Venture Partners International](#). I have two grandchildren, Lucy (5) and Augustus (1), two sons (Chris and Patrick), and a step-daughter, Heather. My husband, Dennis, is a municipal tax advisor for The City of Cleveland.

COURSE DESCRIPTION & GOALS:

- Analyze the major approaches of social entrepreneurs in solving social problems in a number of ways, including creating new nonprofits, building the capacity of existing nonprofits, creating ways to address social problems through market mechanisms and/or collaborating creatively with existing community partners.
- Analyze the tools used by social entrepreneurs to create and assess the success of programs (including planning, implementation and evaluation)

- Understand the function of the nonprofit sector in creating vibrant communities and contributing to the public good. This includes conveying an appreciation of the distinctive contexts and elements of social entrepreneurialism, including diverse stakeholders, the centrality of a value orientation and ethical issues.
- Meet successful social entrepreneurs for inspiration, networking and possible mentoring
- Propose a social entrepreneurial project and analyze its ability to fill an existing need, to be successfully implemented and to be funded.

REQUIRED COURSE MATERIAL:

David Bornstein and Susan Davis. *Social Entrepreneurship: What Everyone Needs to Know*. Oxford. 2013.

Terri D. Barreiro and Melissa M. Stone. *Social Entrepreneurship: From Issue to Viable Plan*. Business Expert Press, 2013.

Additional articles will be assigned in class and posted on Blackboard.

GUIDELINES FOR SUCCESS:

You are expected to take notes in class. Material presented in class and posted on Blackboard will be on tests and used in assignments.

In-class discussions will prepare you for graded work. Read the assignments to prepare. There are many debate-able topics in this field. You will need to know the facts that drive each side of the argument.

You will have both shared grades from your team and individual work. Your peers will anonymously evaluate your performance as a team member.

ATTENDANCE:

Your presence in class is vital to your grade. Only with good attendance will you understand the connections between the core readings and the supplemental class material posted on Blackboard (videos, web sites, etc.), and equipped to apply it effectively on tests. (And, with small teams of three, your presence is also vital for your shared grade with teammates.)

You are allowed two unexcused absences. An exception is the Soper Competition on November 17, when attendance is mandatory.

Excused absences are: JCU sports team member games (**a written list must be provided by the second week of class**), funerals, court appearances, family emergencies, physical illnesses, and religious observances. When they are known in advance, they should be communicated to me.

Family celebrations and job schedules are not grounds for an excused absence and you should use your two unexcused absences for these. Travel time prior to or following scheduled breaks or family celebrations are also not grounds for an excused absence. **If a student is unable to attend class due to an unscheduled and unforeseeable event (e.g., funeral, court appearance, family emergency, or physical illness), the student should email me as soon as possible for make-up instructions.**

Make-up Policy/Impact of Unexcused Absences on Grades: Late assignments will not be accepted for unexcused absences. If you have three or more unexcused absences, I will lower your grade by one-half of a grade letter (from A to A-, etc.). **For Excused Absences:** It is the student's responsibility to contact me as soon as he/she returns from an excused absence to make arrangements for any make-up work.

PLEASE DON'T (ENGAGE IN THIS UNFAIR, DISTRACTING BEHAVIOR IN CLASS):

- Talk while I'm addressing the class.
- Eat or play games.
- Use your laptop or cell for something other than class work. (I will eventually notice this, and will ask you privately to stop and then will need to ask you publically, if you don't.)
- Leave the room unnecessarily for breaks or cell phone calls.

In fairness to everyone, I will need to ask you publically to stop these activities.

ACADEMIC HONESTY (found on page 113 of the 2013-15 undergraduate Bulletin):

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

In this class, the specific penalties for academic dishonesty will be appropriate to the severity of the infraction, and include getting a zero for the assignment or failure in the course. In the most severe cases, an instructor may pursue expulsion from the School of Business and/or the university.

Cheating includes:

- Using notes or other material during a closed book test.
- Looking at and/or using someone else's answers during a test.
- Taking verbatim, or paraphrasing, information from some other source, and claiming it as your own effort.
- Less-than-fair or equal contributions to a group project without disclosure. (Teams: Do not tolerate this behavior from your team-mates! If your efforts to gain cooperation fail, see me before your project quality is irreparably jeopardized.
- Turning in a project for this class that was taken from some other class.

Accommodations for Students with Disabilities: John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to receive accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the SSD coordinator, Allison West, at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help them know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

GRADING- WRITING AND PRESENTATION QUALITY:

Writing for social entrepreneurship is partly creative and partly analytical. This class will challenge you back up your logic with business facts from credible sources. Rushed "googling" doesn't work because there is no time to compare and contrast expert opinions and research findings.

Let me know how your research is going early on. Rush jobs are obvious and lose points. If your works cited page shows retrieval dates within days of your key assignments, this makes me think you didn't plan your time well.

Presentations require at least five credible research sources, source lines on the bottom of slides and a works cited page. In all written assignments, I expect you to show a critical perspective (not just summarizing facts, but forming your own opinion based on them). Unsupported opinions will at best be ignored, and if they interfere with readability, will result in lost points. You should plan enough time to research, compile, outline, write a draft, do another round of research to fill gaps, then revise your outline and write the final project. If you want to make sure you're on the right track, show me your outline and sources. I will provide you with plenty of general sources and will coach you, if you have obstacles.

Write clearly, concisely and completely for maximum points. I provide heavy feedback on all written assignments, so you will know how you're doing early in the class. Think before you write. Visit the writing center or make an appointment with me for writing guidance. Vagueness and poor organization will lose points.

You are also expected to apply class concepts and terms correctly to all assignments and exams. You should do so, whether directly prompted by me or not. But don't just "plug words in". Use the concepts to develop your own analyses and hypotheses.

Points will also be deducted for spelling and major grammar and punctuation errors.

On timed quizzes and exams, continuing to write after time is up will also result in lost points. This is simply fairness to everyone.

GRADING CRITERIA:

100 points - Soper Competition (Shared Team Grade):

25 points (Midpoint Report)

65 points (Presentation – competition or in class)

10 points (Judges – or my – voting on proven uniqueness and impact).

The Soper Competition on November 17 is a required event that has a potential for significant prize money! If you had a social business idea from a previous class in the 2013-14 academic year, it may be considered. The idea can be a project for an existing business but it must have a unique and significant, positive social impact. You may be able to draw upon your previous volunteer or work experience, or your personal passions, to come up with ideas that make could make a difference. Your idea journal assignment may also be a source.

There will be entries from outside our class. Everyone in class is expected to attend the competition. Not everyone will be asked to compete but you must submit an application with a description of the idea (date to be announced). It is also worth 100 out of the 300 points in class. If you are not selected to compete, you will present your idea in class to earn the points.

Teams are expected to meet outside of class. There will be three members per team. Each team will have at least one member who has an Arts and Science major and one who has a Business major. You can recruit members but I reserve the right to ensure this balance of major by switching members.

A key consideration in the grade is whether your team adequately proves that your idea is unique and has an important social impact. This is where the "persuasive selling backed up with evidence" is key.

"Uniqueness" can be evaluated either for the idea itself (the concept statement), the audience it serves (demographic, psychographic, behavioral description), or the implementation plan (partnerships, marketing, distribution), etc.. To show uniqueness, you must there identify at least one close competitor and show why your idea is different.

Judges will be asked to grade impact and uniqueness on a pass/fail basis which will count for 10% of your team grade (10 points or zero points possible). If you do not compete, I will assign these points.

I will provide rubrics for the midpoint report (25 points) and presentation (65 points). The mid-point report is worth 25 points, if submitted on time and if you use my feedback in your final presentation). Therefore, all Soper Competition points will be given within a week after the competition.

100 points - Individual Portfolio

30 Points - Idea Journal (due on Tuesday, September 30)

For 10 points, you will generate 30 “unqualified” ideas for a regional social entrepreneurship. In a sentence for each, describe the social problem and solution.

For 15 points, you will write one paragraph on your three most unique ideas. The concept statement must include the idea (what is the problem and positive social impact of the idea) and the audience (The “who” is will serve: demographics, psychographics, behavior). Provide a link to the closest competitor locally.

70 points – Homework (As assigned. Reflections and Activities)

Keep your idea journal and assignments in your portfolio as they are graded. I will rank order everyone’s portfolio for quality and distribute the 70 points accordingly. For maximum points, turn in your Idea Journal, Homework and a Copy of Your Team Slides at the Final Exam night. I will have a final reflection assignment in which you will need to cite (in text) the specific assignments, as examples for what you are talking about.

The assignments identified as “The Story of Your Life” may be very private and personal. If you do not want these writings shared, please write a note on them to me, and I will respect your wishes. The intention of these assignments is to help you explore your areas of passion and purpose, and to reflect on how you developed them.

100 points – Tests

50 points - Midterm

50 points – Final (may be cumulative)

Tests will be short answer essay style and will require you to apply concepts and terms to case examples, using your best creative and critical thinking skills. Material from books, in-class activities and supplemental articles and web sites, will be included.

300 Points Total

Grading Policy:

A (93%+)	279+	C+ (78%-79%)	234-239	F (less than 60%)	less than 180
A - (90%-92%)	260-278	C (73%-77%)	219-233		
B+ (88%-89%)	264-259	C - (70%-72%)	210-218		
B (83%-87%)	249-263	D+ (68%-69%)	204-209		
B - (80%-82%)	240-248	D (60%-67%)	180-203		

Class Schedule
(Subject to Change)

Class Date	Topic	Readings, Assignment/Due Dates
T, Sept. 2	<p>Class Introduction</p> <p>The continuum of social entrepreneurship: An International Perspective from the United National Millennium Goals.</p> <p>Bornstein's Note on Terms</p>	
R, Sept. 4	<p>Qualities of a Social Entrepreneur</p> <p>The continuum of social entrepreneurship: A nonprofit perspective from Ashoka: Innovators for the Public</p> <p>In-Class Activity – Exploring the sectors. Sign up in class for an Ashoka non-profit Fellow for a Case Analysis (10 portfolio points due on Tuesday, October 14)</p>	<p>Reflection Paper 1 – “The Story of Your Life”, Part 1 10 portfolio points.</p>
T, Sept. 9	<p>The continuum of social entrepreneurship: A for-profit perspective from B Corporation</p> <p>In-Class Activity – Exploring the sectors. Sign up in class for a B Corp for a Case Analysis (10 portfolio points due on Tuesday, December 2).</p>	<p>Bornstein, Read Introduction and pp. 1-47</p>
R, Sept. 11	<p>Industry Sector Roundup – We do we know about the Landscape for Social Entrepreneurship?</p>	<p>Barreiro, Appendix I, II and III, pp. 99-110</p>
T, Sept. 16	<p>How the success of Yunas’ microfinance concept changed everything.</p> <p>And: Policy and Issues</p>	<p>Bornstein, pp. 48-74</p>
R, Sept. 18	<p>Sector Analysis – Education</p> <p>Policy Field Analysis</p>	<p>Reflection Paper 2 – “The Story of Your Life” – Part 2 10 portfolio points</p>
T, Sept. 23	<p>Hybrid Forms: Ashoka’s Model</p> <p>Case Example: Grameen Danone</p>	<p>Barreiro, Read Introduction and pp. 1-68</p>
R, Sept. 25	<p>Sector Analysis – Energy and Agriculture</p>	<p>Idea Journal (25 portfolio points)</p>
T, Sept. 30	<p>Dr. Judy Brenneke Guest Speaker</p>	
R, Oct. 2	<p>Soper Contest Overview</p> <p>Business Model Canvas Discussion</p> <p>Optional Pitch Opportunity</p> <p>Cleveland Case Study: EDWINS</p>	

T, Oct. 7	<p>Soper Competition Team Formation in class (Teams of three; at least one Business major and one Arts/Science major per team). Pitch your top three ideas to your teammates.</p> <p>Creative Style Analysis</p> <p>Social Business Planning Deep Dive, Part 1: Business Environment, Audience and Competition</p>	<p>Barreiro, Read 69-97</p> <p>Turn in your team's preliminary project selection – or feedback on status -- at the end of class</p>
R, Oct. 9	The local scene for social business – Cleveland Changemakers	
T, Oct. 14	Review for Midterm	Case Analysis #1 on Ashoka Fellow (10 portfolio points)
R, Oct. 16	Midterm	50 points
T, Oct. 21	<p>Social Business Planning Deep Dive, Part 2: Viability and Feasibility</p> <p>What does the investment landscape look like?</p> <p>Social Business Planning Deep Dive, Part 3: What's All This Fuss about SROI and Assessment?</p>	
R, Oct. 23	Teams Regrouping – Competitive Analysis, Market Research, Implementation Brainstorming (First Steps)	
T, Oct. 28	Idea Workshop – Meet at 3:30-4:30 in LSC	
R, Oct. 30	<p>Team Debrief/Adjust –</p> <p>Discuss Midpoint Report Requirements</p>	
T, Nov. 4	<p>Team Time – Bring your primary and secondary research to class. Divide up: statistics on problem definition, target audience acceptance, financial needs and sources, potential partners, to class. Share with class to identify logic gaps.</p> <p>Potential brainstorming for implementation (operations and marketing), assessment and sustainability plans (refer to value chain, especially marketing).</p> <p>Refer to Business Model Canvas questions for guidance.</p>	
R, Nov. 6	Tentative Lecture - Is Corporate Social Responsibility on the Far End of "Social Enterprise?" What does CSR trend research say about the potential of corporations as social venture partners	
T, Nov. 11	<p>TENTATIVE</p> <p>In-Class Team Time – Touch Up your 3-6 page Soper Competition Application – Applications due to mhauserman@jcu.edu on November 12.</p>	
R, Nov. 13	<p>All Teams Last Issue Check – Get Feedback to Your Draft Slides Tonight</p> <p>Tentative Lecture: Ben and Jerry's (B Corp evolution and B Corp. certification), Starbucks and Whole Foods For-Profit CSR</p>	Bring DRAFT of team slides to class – All Teams whether presenting or not. Make revisions in class.
M, Nov. 17	<p>SOPER COMPETITION</p> <p>4:00-6:00P – ATTENDANCE REQUIRED</p>	
T, Nov. 18	No Class	

R, Nov. 20	EDWINS FIELD TRIP – DEPART JCU BY BOLER SCHOOL AT 12:30P; RETURN BY 3:00P	Mid-Point Team Report due by email by midnight on Friday, November 21. (25 Soper Competition Points – note that 5 of these points will be given with in-class presentation points based on Dec. 9 presentation)
T, Nov. 25	No Class – Happy Thanksgiving!!	EDWINS reflection -- due at midnight by email (10 portfolio points). If you participate in the field trip or do an alternative reflection on the Soper Competition, I will drop your lowest ten-point grade.
R, Nov. 27	No Class – Happy Thanksgiving!!	
T, Dec. 2	What Might the World Be Like? Discussion Health Case Study – Avarind Eye Care Center Recap of Soper Competition Social Venture Role Play Pitch Night PREPARATION Choose Funder or Entrepreneur Role, per instructions in class. Funder teams prepare one-page description of their priorities. Social entrepreneur teams improve pitch from examples shown in class and provide five slides, DUE ON THE FOLLOWING CLASS.	Optional Reading: Bornstein, pp 75-126 Required reading assignment will be posted on Blackboard. Case #2 – on a B. Corporation due in class.
R, Dec. 4	Social Venture Role Play Pitch Night	Funder one-pagers or Entrepreneur pitch slides due. 10 points, shard grade
T, Dec. 9	In-Class Presentations	All teams must post your team slides on the discussion thread in Blackboard.
R, Dec, 11	Final Exam Review	Turn in Portfolio and Final Reflection – 30 quality/completeness points. Writing prompts will be provided on week in advance.
Final Exam	Section 51: Tuesday, Dec. 16 at 1:00-2:50 Section 52: Tuesday, Dec. 16 at :3:30-4:50	50 Points