

## **Draft Syllabus for year long course in HESE at HS**

### **Course Introduction**

Social entrepreneurship is an emerging field that has gained much attention in recent years. However, despite the fact that there is a growing body of literature in the last few decades, substantial gaps and controversies remain in terms of the definition and conceptualization of the construct of social entrepreneurship. Martin and Osberg present an interesting narrative related to this issue in their essay, "Social Entrepreneurship: The Case for Definition" (Stanford Social Innovation Review, Spring 2007). This course conforms to their definition of Social Entrepreneurship as "...having the following three components: (1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large."

The theory and practice of social entrepreneurship is a wide body of knowledge and tools that is ever evolving in response to the complex framework of political, economic, and social changes occurring at the global, national, and local levels around the world. This class focuses on giving you the tools and experience to begin work in this field or to add social impact to any career – whether you choose to begin with a service organization like Peace Corps, an impact development NGO, a social venture for profit, or a multi-national company working around the world.

The Design for Developing Communities course grounds students in the basics of humanitarian design, user-centered design for extreme affordability, social entrepreneurship, systems thinking, fieldwork and travel, and related issues for technology-based social ventures in developing communities.

The course is built around advancing ventures towards a meaningful testing experience over the Maymester. Over the course of the

semester teams will build around three team presentations. It is understood that not every venture will progress at the same rate. However, the ventures are also a backdrop for getting familiar with the tools and methods necessary to advance early stage ventures and to create technologies in developing communities. Therefore every team will learn and use all of the tools and methods on this syllabus, even if some are doing it as more of a prototype for later implementation.

### **Course Structure**

Initial class sessions will focus on social challenges and the conceptual framework of social innovation and social entrepreneurship from theoretical and practical perspectives. Over the course of the semester, we will explore social challenges and solutions with a systems thinking approach with the help of stories and case studies of successful and failed social ventures from diverse world regions and fields like healthcare, energy, food and agriculture, education, income generation, access to capital, etc. We will add to this a set of tools and methods that can be used to develop a mission-driven organization or venture focused on delivering impactful products and services.

The goal is to work towards actually developing an appropriate business model and implementation strategy for a "sustainable" social venture. Sustainability refers to ventures that are technologically appropriate, environmentally benign, socially acceptable and economically sustainable. There will be a specific emphasis on understanding the customers and their context and economic sustainability of the ventures. We will draw heavily from cases to understand the diverse business structures and execution strategies used by social entrepreneurs and the varied challenges faced by them. Students will work in multi-disciplinary cross-functional teams to develop a business/implementation model for a social venture in East Africa/Southeast Asia.

### **Venture Development Model**

This course will rely heavily on three process models, the design thinking process (similar to the human-centered design process), the theory of change model, and the business model canvases. Over the course of the year we will integrate these models with elements of storytelling and impact measurement. In the end, you will have a great toolbox for finding meaningful problems, developing impactful solutions, and conceptualizing new ecosystems. In short, you will be able to conceptualize and pitch a mission-driven product/service business. You will build these skills while working on launching a real social venture.

This course will rely heavily on business model canvases and elements of lean startup. The canvases used include a more well planned version of the business model canvas, a hypothesis canvas, a minimum viable product canvas, and an action plan canvas. Each of these is a tool to help you plan your venture and keep it moving forward.

### **Prototyping to Learn**

In this course you will learn how to really prototype. Prototypes are used as a way to test and convey concepts. They are not an end, they serve a purpose. You must always be prototyping to learn. Do not be scared of the critical feedback you will receive, use it to advance and learn to be just as critical yourself. You will be asked to present team prototypes on a regular, informal basis. Every prototype is ugly once it's born!

### **Appropriate Design and Cultural Education**

In this course you will learn and apply the basic principles of both appropriate design and inclusive design. We will learn tools and sensibilities necessary to be aware of your role in delivering products to other communities. In addition, whether students are traveling in May or not, we will spend time discussing the dos and don'ts of traveling to, living in, and working with other communities with minimal negative impact.

### **Learning Objectives**

At the end of this course, students will be able to:

1. Explain with appropriate examples the concepts of social innovation and social entrepreneurship from theoretical as well as practical perspectives.
2. Given a social challenge, determine alternative approaches to affecting social change.
3. Analyze the impact of technology-based social ventures in various parts of the world and discuss the opportunities, challenges, and tensions encountered by the respective entrepreneurs.
4. Describe contemporary development challenges facing impoverished communities in developing countries.
5. Develop the habits and practices for identifying important problems
6. Identify stakeholders in technology-based social ventures and describe their needs, capabilities, and resources.
7. Develop business models and implementation strategies to realize social ventures that are technologically appropriate, environmentally benign, socially acceptable, and economically sustainable.

8. Determine appropriate assessment metrics and identify (or devise) simple instruments to measure social impact and Return on Investment (ROI) on social ventures.
9. Create, test, and refine business plans.
10. Function effectively in global, multidisciplinary, cross-functional teams that include students and mentors from various colleges and representatives from partnering organizations.
11. Concisely and precisely articulate ideas to diverse stakeholders using verbal, written, and electronic methods.
12. Communicate ideas and solutions to a variety of audiences in a variety of media.
13. Comfortably accept critical feedback and turn it into improved work.
14. Describe with examples the role of technology in solving humanitarian problems, and describe and assess what makes technologies appropriate for particular communities.
15. Identify customers and markets for technologies.
16. Use hypothesis canvases, MVP canvases, and action plan canvases to advance early stage technologies.
17. Develop a financial plan for an early stage technology company.
18. Concisely and precisely articulate ideas to diverse stakeholders using verbal, written, and electronic methods.
19. Communicate ideas and solutions to a variety of audiences in a variety of media.

#### **Recommended Books (none are required)**

Blank, S. and B. Dorf (2012). The Startup Owner's Manual. K&S Publishing.

Brown, T. (2009). Change by Design, Harper Business.

Roam, D. (2012). BlahBlahBlah: What to do when words don't work, Portfolio/Penguin.

Ulwick, A. (2005). What Customers Want, McGraw-Hill.

Lynch, K. and J. Walls (2009). Mission, Inc., Berrett-Koehler Publishers.

#### **Recommended Podcasts, Blogs, and Sites**

The Social Enterprise Podcast, How I Built This, HBR Ideacast, Sproutcast, Worklife, Revisionist History, TED Radio Hour, NextBillion.net, [oneacrefund.org/blog](http://oneacrefund.org/blog), [villgro.org/blog](http://villgro.org/blog), [appropedia.org](http://appropedia.org), [acumen.org/blog](http://acumen.org/blog), [echoinggreen.org/ideas](http://echoinggreen.org/ideas), [kiva.org/blog](http://kiva.org/blog), [ssir.org/articles](http://ssir.org/articles), [ideo.org/perspectives](http://ideo.org/perspectives), [engineeringforchange.org](http://engineeringforchange.org), [80000hours.org](http://80000hours.org), [oxfamblogs.org/fp2p](http://oxfamblogs.org/fp2p), [www.cgap.org/research](http://www.cgap.org/research), [www.devex.com](http://www.devex.com)

Week	Date	Topics	Events
1	27-Aug	Course in a day – gift giving	DO, PC in class
	29-Aug	Social Entrepreneurship / Course Overview	PC
2	3-Sep	Class ventures	DO
	5-Sep	Sustainable development goals	DO
3	10-Sep	Social venture sector / Opportunity	PC
	12-Sep	Customers and user-centered design	DO
4	17-Sep	Customer discovery / Kenya day	DO
	19-Sep	Empathy, observation	PC
5	24-Sep	Personas / Value proposition	DO
	26-Sep	Opportunity assessment	PC
6	1-Oct	Value proposition preparation	DO
	3-Oct	Value proposition presentations – 3 hour class	REV
7	8-Oct	Review: opportunity, value, customer	DO
	10-Oct	Storytelling	PC
8	15-Oct	Competitive analysis	PC
	17-Oct	Work session with HESE alumni	DO
9	22-Oct	Problem / Solution plays	DO
	24-Oct	Workshop for solution space presentations	DO
10	29-Oct	Solution space presentations – 3 hour class	REV
	31-Oct	Introduction to business model canvas	DO
11	5-Nov	Operational models / Kenya Day	PC
	7-Nov	Partners, resources, channels	DO
12	12-Nov	Revenue and cost	DO
	14-Nov	Business model cases	PC
13	19-Nov	Scale	DO
	21-Nov	Impact and theory of change	DO
14	26-Nov	Work session with HESE alumni	DO GS
	28-Nov	Work session with HESE alumni	DO GS
15	3-Dec	Work session with HESE alumni	DO
	5-Dec	Final class presentations – 3 hour class	REV
F	10-Dec	Final Report Due	REV

PC = pre-class assignment; DO = in-class activity;

REV = in-class team deliverable; GS = guest speaker

Check CANVAS for an up to date, dynamic syllabus



## ENGR 451: Social Entrepreneurship

Fall 2018 Syllabus

Week	Date	Topics	Events
1	8/21	Course in a day - gift giving	DO
	8/23	Social Entrepreneurship / Course Overview	PC
2	8/28	Sustainable development goals	PC
	8/30	Social venture sector / Opportunity	
3	9/4	Class ventures	PC DO
	9/6	Introduction to business model canvas	DO
4	9/11	Design thinking	PC
	9/13	Customers and user-centered design	
5	9/18	Empathy, observation	
	9/20	Personas / Value proposition	PC
6	9/25	Opportunity assessment	DO
	9/27	Value proposition preparation	DO
7	10/2	<b>Value proposition presentations - 2.5 hour class</b>	REV GS
	10/4	Review: opportunity, value, customer	
8	10/9	Operational models	PC
	10/11	Storytelling	DO
9	10/16	Partners, resources, channels	PC GS
	10/18	Workshop for solution space presentations	DO
10	10/23	<b>Solution space presentations - 2.5 hour class</b>	REV
	10/25	Revenue and cost	DO
11	10/30	Business model cases	PC
	11/1	Business model work session	DO
12	11/6	Scale	DO
	11/8	Impact and theory of change	PC
13	11/13	Business model work session	DO
	11/15	<b>Business model presentations - 2.5 hour class</b>	REV
14	11/27	Work session with HESE alumni	DO GS
	11/29	Work session with HESE alumni	DO GS
15	12/4	Work session with HESE alumni	DO
	12/6	<b>Final class presentations - 2.5 hour class</b>	REV
F	12/12	Final Report Due	REV

Week		Lecture	Activity	Due
8-Jan	Tuesday	Intro, Briefs, What is HESE	Venture formation, Personality Inventory	Why are we here PC, Choice and Personality Inventory - all in class
	Thursday	Funding opportunities, Brainstorming	Venture formation, Social Entrepreneurship Review (8-10)	Product prototype
15-Jan	Tuesday	Net Impact Group, Design thinking - intro	Team work, Business Model Review (8-10)	Team prototype
	Thursday	Find your Technology; Functional Design	Work day	Product prototype, Pop Quiz on your venture PC
22-Jan	Tuesday	Appropriate Design, Cultural Factors	Work day - technology delivery	Appropriate design PC
	Thursday	Indigenous Knowledge	Kenya 101	Product Function Design Prototype
29-Jan	Tuesday	Hypothesis Canvas	Hypothesis canvas work	Product prototype and brainstorming proof
	Thursday	Work day - shop prototype		
5-Feb	Tuesday	Technology Knowledge Presentation: Existing Technology, Appropriateness of Design, Patents, PSU Research, Competitive Analysis, Functioning Prototype		
	Thursday	Observation	Hypothesis canvas work	Observation PC
12-Feb	Tuesday	Theory of Change	Work day	Hypothesis Canvas
	Thursday	IRB and Testing	Work day	Product prototype
19-Feb	Tuesday	Service Design, Travel	Work day	Service design PC
	Thursday	Work day with counselors		Theory of Change prototype
26-Feb	Tuesday	Technology Entrepreneurship, IRB certification	IRB Work day	Product prototype
	Thursday	Teamwork, Leadership	Team planning sessions	IRB prototype
12-Mar	Tuesday	MVP Canvas	Travel planning - TICKET DAY	Triple bottom line PC
	Thursday	Work day with counselors		
19-Mar	Tuesday	Business Model, Theory of Change, and Technology REVIEW		
	Thursday	Kenya 202	Work day	
26-Mar	Tuesday	Action Plan Canvas	Work day	MVP Canvas
	Thursday	Work day with counselors (VetureWell conference)		Business prototype
2-Apr	Tuesday	Emergency preparedness	VISA day	Product prototype
	Thursday	End of semester deliverables	Work day	
9-Apr	Tuesday	Work day with counselors		
	Thursday	Work day in shop with counselors		Product prototype, Business prototype
16-Apr	Tuesday	Work day with counselors		Personal impact PC
	Thursday	Work day with counselors		Action Plan Canvas
23-Apr	Tuesday	Work day with counselors		Final Product Prototype
	Thursday	Final Presentations REVIEW		
Finals	Tuesday			
	Thursday	Peer Review and Final Proposals		
		Legend	Red	Individual Assignments
	Purple	Can't miss day	Green	Work Session
	Blue	Extra Review	Bold	Collected team assignments