



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM318H1S L0101

Entrepreneurship for Social Ventures

Winter 2015

Monday, 9-11am, WW 119

Prof. Laura Doering

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In-person office hours: Mondays, 3-5pm (by appointment)

Skype office hours: Wednesdays, 3-5pm (no appointment needed)

Course Scope and Mission

In this course, students will learn how entrepreneurs create organizations that address social problems using innovative, sustainable approaches. Students will examine a variety of social venture forms and consider how such ventures can be evaluated, managed, and financed.

Entrepreneurship for Social Ventures has three primary components. First, students will discuss and debate the principles of social entrepreneurship and apply them to cases of for-profit, not-for-profit, and hybrid organizations. Second, students will analyse how the goals, structures, practices of those ventures contribute to their success—or failure. Third, students will design their own social ventures, evaluate their feasibility, and constructively critique ventures proposed by other student groups.

The course is hands-on and project-based. Those who enjoy critically discussing ideas—and then *acting* on those ideas—will enjoy this course.

Required Readings

Please see the blackboard course site for links to course readings and to purchase Ivey case materials.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

<u>Assignment</u>		<u>Due Date</u>
Participation (individual)	25%	Ongoing
Oral exam (individual)	30%	Feb 2
Draft report (group)	10%	Feb 23
Group presentation	20%	Mar 23
Final report (group)	15%	Mar 30

COURSE FORMAT AND EXPECTATIONS

Class Participation: All students will actively participate in class discussions. Students will be called on at random to discuss their answers to the reading response questions. Students will also be invited to volunteer ideas and information in class without being called on. In both instances, your participation is crucial to creating a vibrant classroom discussion. Your participation will be evaluated on the following dimensions:

Analysis: Do the comments include analysis, or do they simply restate the facts?

Responsiveness: Do the comments relate to, and build upon, the previous discussion?

Creativity: Do the comments bring a new perspective to the issues? (test new ideas)

Clarity: Are the comments succinct and understandable?

Quantity: How frequently does the student participate?

Integration: Does the participant integrate material from past classes?

Most Importantly: Do the participant's comments stimulate productive discussion?

Oral Exam: Often, we are evaluated based on our ability to speak about an idea, rather than our ability to write about it. The purpose of the oral exam is to demonstrate verbal fluency around issues of social entrepreneurship. During the exam, students will be asked to discuss such issues in a manner that is both precise and concise. Each oral exam will last ten minutes.

The oral exam will be conducted by either me or one of my two Teaching Assistants. Your verbal responses will be recorded and we will all be working from a common rubric for evaluation purposes. I will personally review all recordings and each response will be evaluated twice for consistency. If you would like written comments on your performance in the exam, please let me know in advance.

Draft Report: Over the course of the semester, students will work in teams to construct a business plan for your social venture. It takes time and multiple iterations to develop a strong, careful business plan. This report is your group's effort to define your social venture, justify how and why it meets a need, and explain how it will be sustainably financed. If you would like written comments on your draft report (and I highly recommend this), please let me know in advance.

Group Presentation: You and your group will collectively present your proposed venture to your peers. During the presentation, your classmates will critically and constructively challenge you on the appropriateness and sustainability of your venture. Be prepared to discuss and defend your ideas. If you would like written comments on your group presentation, please let me know in advance.

Final Report: This is your team’s final written plan for the social venture you wish to start. As the course progresses, teams will find that they want to revise earlier drafts of the report; this is highly encouraged—and even expected. In the final group report, teams will use all the concepts they have learned in the course, along with feedback from other students, to craft a completed business plan. If you would like written comments on your final report, please let me know in advance.

Submission of Assignments: Students are required to use the Individual Assignment Cover Page for all submitted work. In the case of group assignments, all group members must sign the Group Assignment Cover Page. Please submit all written assignments via blackboard.

For Written Assignments:

Please note that clear, concise, and correct writing will be considered in the evaluation of all written assignments. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work:

The group assignments require students to work in teams of 3-4.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. Read the document entitled, “*Working in Teams: Guidelines for Rotman Commerce Students*” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving differences:

Conflicts can – and do – occur. Conflicts are part of the team’s process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a

mutually agreeable solution, the entire team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

** For an appointment with a Rotman Commerce Team Coach, please contact Nikoleta Vlamis at nikoleta@nikoletaandassociates.com or Elaine Zapotoczny at elaine@nikoletaandassociates.com. Nikoleta and Elaine are highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Weekly Schedule

Date	Topic	Case	Article/Book Chapter/Video/Podcast	Assignments
Jan 5	Introduction	N/A		
Jan 12	Defining Social Entrepreneurship		<p>Martin & Osberg (2007) <i>Stanford Social Innovation Review</i>. "Social Entrepreneurship: The Case for Definition"</p> <p>Bornstein, David. 2010. <i>Social Entrepreneurship: What Everyone Needs to Know</i>. New York: Oxford University Press. Chapter 1: "Defining Social Entrepreneurship" (pp. 1-47) (chapter on portal page)</p> <p>Mandela, Nelson. 1995. <i>Long Walk to Freedom: The Autobiography of Nelson Mandela</i>. Boston: Little. Ch. 11 (pp.89-95) (chapter on portal)</p>	
Jan 19	Evaluating New Venture Ideas	Embrace A: Opportunity Identification (Ivey 9B13M004) & Embrace B: Opportunity Assessment (9B13M005)	Podcast: Stanford Center for Social Innovation, " Evaluating Social Venture Ideas " (start at 22:00)	
Jan 26	Financing Models for Social Ventures	Child in Need Institute: Non-Profit or Hybrid? (Ivey 9B13M055)	<p>Leimsider (2014) "5 Bad Reasons to Start a For-Profit Social Enterprise"</p> <p>Pallotta Ted Talk: "The Way We Think about Charity is Dead Wrong"</p>	Group contributions to "living" funding document
Feb 2	Oral Exam	N/A		
Feb 9	Communicating Social Ventures	Growing Tentree: Social Enterprise, Social Media, and Environmental Sustainability (Ivey 9B14M030)	<p>NPR Podcast: Why Raising Money to Fight Ebola is Hard</p> <p>Videos from Boerum Apparel, "The Farm" and "The Mill"</p>	
Feb 16		NO CLASS		
Feb 23	Sustainable Design	Environment Canada (Ivey 9B14M011)	<p>Ife, Jim and Frank Tesoriero. 2006. <i>Community Development</i>. 3rd Edition. "Ecological Principle 2: Sustainability" (pp.45-46) (chapter on portal)</p> <p>Kiron et al. (2013) <i>MIT Sloan Management Review</i>, "The Benefits of Sustainability-Driven Innovation"</p> <p>Bowman (2011) <i>MIT Sloan Management Review</i>, "What's your Company's Sustainability Filter?"</p>	Draft Report
Mar 2	Live Social Venture Consulting	Fair Trade USA: Innovating for Impact (Ivey S139B)	<p>Interview with Paola Ghillani, "Fair Trade as a Business Model"</p> <p>FairTrade Canada, "What is Fair Trade?"; "Fair Trade Certification"; "Fair Price & Premiums"; "Fair & Safe Labour"; and "Environment" http://fairtrade.ca/</p>	

Mar 9	Managing Growth & Scale	SoJo: Modeling Social Enterprise (Ivey 9B13M103)	SoJo Blog, " Three Years Later and Stronger than Ever "	
Mar 16	Class Debate: Is the double bottom line possible?	N/A		
Mar 23	Group Presentations	N/A		
Mar 30	Final Session: Where to go from here?		Bornstein, David. 2007. How to Change the World. New York: Oxford University Press. Chapter 18: "Six Qualities of Successful Social Entrepreneurs" (pp. 238-246) (chapter on portal)	Final Report

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied. Students who have a legitimate reason for missing the oral exam will take a make-up exam consisting of different questions.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Late Assignments

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Each student has one "late pass" s/he can use during the semester. This pass entitles you to turn in an assignment no more than one day late without explanation. To use your late pass, simply email me to tell me that you are using the pass—you do not need to explain why you are using it. To use the pass for a group assignment, each group member must agree to use his or her pass. The pass cannot be used for the oral exam or final presentation.

Students who turn in assignments late (beyond the extra time given by the late pass) will lose one-half a letter grade for each day the assignment is outstanding.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

Email is one of a few good means of communication. For exchanges that require a conversation rather than a brief response, students are requested to utilize the instructor's regular skype and in-person office hours. This request is meant to facilitate effective communication and learning.

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at www.portalinfo.utoronto.ca/students and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.