



AMBROSE  
UNIVERSITY COLLEGE

FACULTY OF  
ARTS & SCIENCE

**BUS 390 Social Entrepreneurship and New Ventures  
(3 credit hours)  
Winter 2014**

**Class Schedule**

Time: Wednesdays & Fridays, 1:00PM – 2:15PM.

Location: Room RE LL118

**Instructor Information**

Professor David Iremadze, B.A., MBA, PhD(Cand)

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Office hours:

- Wednesday and Fridays 2:15PM - 3:30PM
- By appointment

**Course Description & Objectives**

“This course is a study of the nature and background of entrepreneurship and the process involved from idea to opportunity to new business venture. Students are expected to study the environment in which entrepreneurship flourishes from both the perspective of the entrepreneur and of the economic system. The generation of ideas and opportunities is discussed. Students will transform an opportunity into a formal business plan. The course concludes with an examination of the process of implementation of the business plan and the management of the new business.”

In addition, this course aims to provide students with opportunities to explore theoretical principles of social entrepreneurship, to meet with practicing social entrepreneurs, and to develop real-life, implementable business plans or service-learning consulting projects for social entrepreneurship initiatives. The course is rooted in the belief that entrepreneurs are change agents who can and should lead in creating both - economic, as well as social value. This course is targeted at the students who wish to explore business principles and practices used to address social issues (e.g. human health and wellness concerns, poverty, economic development, community development, food shortage, human migration and displacement, education, environmental pollution, human trafficking, access to clean water and other essentials, natural and man-made disasters, victim rehabilitation, etc.)

One of the clichés of our time is that “change is the only constant” these days. Today’s organizations must contend with the processes of globalization of markets and industries, ever-shortening product life-cycles, disruptive technological advances, changing regulatory/legal and political environments, etc. But, arguably the most important and pervasive change that is upon us is **the need to rethink the way we do business and the very nature of capitalism.**

No other group of change agents is so well positioned to lead the way in this process as is a select group of social entrepreneurs, who develop and operate new ventures that prioritize social returns on investment. Their endeavors are transformative with power to shape the future. They shrug off the constraints of ideology or discipline to the point of being branded as unreasonable or even crazy. Hence the subtitle of this course - **“be unreasonable. Be a Social Entrepreneur”**. John Elkington and Pamela Hartigan explain in their book entitled “The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World”:

“The reasonable man (*read “person” here - DI*) adapts himself to the world,’ playwright George Bernard Shaw once said, whereas ‘the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man (*again, read “person” - DI*).’ By this definition, not only are most [social] entrepreneurs ...unreasonable – many actually been dubbed ‘crazy,’ even by family and friends – but a large slice of the future may hinge on their success in spreading their apparently unhinged ideas and business models.”

**The purpose (or mission) of this course is to help students develop and strengthen their sense of self-efficacy in envisioning and implementing social entrepreneurial solutions. This will be achieved by exposing them to the most up-to-date theoretical and practical know-how of the field, networking with active social entrepreneurs and relevant community players, and guiding them through the process of developing real-life social entrepreneurial projects.**

Course Objectives:

1. Students will understand and appreciate special role innovation plays in entrepreneurial endeavors.
2. Students will learn and understand process of new venture creation, identify different types of new ventures and corresponding growth and exit strategies
3. Students will become aware, evaluate and critique contemporary and emerging models, organizational structures and practices in social entrepreneurship
4. Students will practice skills in developing an implementable social venture plan or consultancy project
5. Students will be inspired and inspire others to embrace vision and values that drive social entrepreneurship

## Course Text & Materials

Textbooks (required):

Bessant, J. & Tidd, J. (2011). *Innovation and Entrepreneurship* (2<sup>nd</sup> ed). John Wiley & Sons.

*Additional chapters, essays, cases to be provided in class.*

### **BIBLIOGRAPHY OF RECOMMENDED ADDITIONAL READINGS AND OTHER RESOURCES:**

“15 Social Venture Capital Firms that You Should Know About”  
<http://causecapitalism.com/15-social-venture-capital-firms-that-you-should-know-about/>

Ashoka – Innovators for the Public, [www.ashoka.org](http://www.ashoka.org)

Atlantic Council for Community and Social Enterprise, [www.accse.ca](http://www.accse.ca)

Bornstein, D. And Davis S. (2010) “Social Entrepreneurship – What everyone Needs to Know”, New York: Oxford University Press

Elkington, J. and Hartingan, P. (2008) “The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World”, Boston: Harvard Business Press

Global Social Enterprise Initiative, <http://socialenterprise.georgetown.edu>

Huddart, S. (2010) “Patterns, Principles, and Practices”, *The Philanthropist*, Vol.23:3

Miller, T., Grimes, M., McMullen, J. and Vogus, T. (2012) “Venturing for Others with Heart and Head: How Compassion Encourages Social Entrepreneurship”, *Academy of Management Review*, October 2012, 37(4)

NESsT – Catalyst for Social Enterprises in Emerging Markets and Worldwide, [www.nesst.org](http://www.nesst.org)

Nova Scotia Co-Operative Council, [www.novascotia.coop](http://www.novascotia.coop)

Porter, M. E. and Kramer, M. R. (2011) “Creating Shared Value: How to Reinvent Capitalism -and Unleash a Wave of Innovation and Growth”, *Harvard Business Review*, Jan-Feb 2011

Prahalad, C.K. (2005) “Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits”, Upper-Saddle River:Prentice Hall

Scofield, R. (2011) “The Social Entrepreneur’s Handbook: How to Start, Build, and Run a Business That Improves the World”,

Social Enterprise Council of Canada, [www.enterprisingnonprofits.ca](http://www.enterprisingnonprofits.ca)

Social Enterprise Fund, <http://socialenterprisefund.ca>

Trelstad, B. (2008) "Simple Measures for Social Enterprise", Innovations Journal, July

Yunus, M. (2010) "Building Social Business – The New Kind of Capitalism that Serves Humanity's Most Pressing Needs", New York: Public Affairs

### Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

1. **GROUP TERM PROJECT & PRESENTATION: there are two options to choose from (a)business plan or (b)service-learning consulting project..30%**
2. **PRE- & POST-COURSE REFLECTIONS PAPERS: Two 1000 word essays reflecting on your expectations and experiences of the course.....15%**
3. **MIDTERM EXAM: .....15%**
4. **FINAL EXAM: .....20%**
5. **GROUP GUEST SPEAKER EVENT MANAGEMENT PROJECT:.....15%**
6. **PROFESSIONALISM:.....5%**

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 4 days late.

### Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

**Examinations:**

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. Please note that the exam schedule is subject to change without notice.

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by March 3, 2014. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

**Important Notes/Dates:**

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – January 19, 2014. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – March 21, 2014. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

**Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or

seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**BUS 390 Social Entrepreneurship and New Ventures  
Weekly Reading and Assignment Schedule**

<b>Date</b>	<b>Class Topic/Chapter Title</b>	<b>Text chapters</b>
Jan 8-10	<b>Welcome! Course overview.</b> <b>Leadership, management, entrepreneurship</b>	TBA
Jan 15-17	<b>Pre-course reflection essay due on the 15<sup>th</sup>;</b> <b>Creativity, Innovation and Entrepreneurship;</b> <b>Social Entrepreneurship – introduction;</b>	Bessant 1&2
Jan 22-24	<b>Social Entrepreneurship – opportunity assessment and planning</b>	TBA
Jan 29-31	<b>Social Entrepreneurship – special topics</b>	TBA
Feb 5-7	<b>Who is entrepreneur?</b>	Bessant 4
Feb 12	<b>Sources of Innovation</b>	Bessant 5
Feb 14	<b>MIDTERM EXAM</b>	
Feb 19-21	<b>No classes</b>	
Feb 26-28	Recognizing opportunities	Bessant 6
Mar 5-7	Creating new ventures	Bessant 10
Mar 12-14	<b>Knowledge &amp; Innovation management</b>	Bessant 11 & Bessant 13
Mar 19-21	<b>Sustaining venture growth</b>	Bessant 12
Mar 26	<b>TBA</b>	TBA
Mar 28	<b>1<sup>st</sup> Team stages a panel discussion event</b>	
Apr 2-4	<b>2<sup>nd</sup> and 3<sup>rd</sup> teams stage panel discussion events</b>	
Apr 9	<b>Teams present their term projects</b>	
TBA	<b>FINAL EXAM</b>	

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.*

# **GROUP TERM PROJECT** **(30% of your final grade)**

There are two options to choose from:

- **Option 1: Business Plan & its presentation.** Teams of 5-6 students will produce full, implementable business plans for their proposed social ventures. These plans will be modeled after the examples provided in the chapter 4 handout from Kickul et al book “Understanding Social Entrepreneurship” and will include sections on social mission, market and consumer analysis, operations and logistics, marketing and communication, management team and financials. The plan must answer nine essential questions: (1)what is the social problem your social venture would like to solve? (2)what is your vision and mission? (3)what is your theory of change – your social impact theory? (4)What is your business model? (5)Who is your competition? (6)Who is on your team, and your operational plan? (7)What is your growth strategy (how do you plan to scale and replicate your operations)? (8)How will you assess and measure your social impact? And (9)what is your financial plan? The teams will present the plans at the end of the term. Grading rubric will be provided.
  
- **Option 2: Service learning consultancy project and presentation.** Service-learning is directly related to the university’s mission of community engagement. Teams of 4 students will partner with a mission-driven organization of their choice to help them improve or develop solutions for their social entrepreneurial initiatives. This *can be a for-profit or non-profit, public or private, governmental or non-governmental, philanthropic or faith-based organization, associations or co-ops. Student teams will assist partner organizations with those initiative that aim going beyond the profits of the stakeholders and include an individual, group, or societal benefit. Specifically, in the* written analysis student teams will first evaluate a social enterprise’s current “business model” (i.e. sources of revenue and how it creates social value for its clients), then evaluate the sustainability of the new initiative it has proposed using, among other things, the Social Opportunity Assessment framework (see Chapter 3 handout from Kickul et al book – “Understanding Social Entrepreneurship”). Each team will present this sustainability study to its client and faculty. Teams will be evaluated on how well they analyze the organization and the proposed social venture, the quality of their recommendations, and how well they justify the conclusions—not on the merits of the venture idea itself. (In other words, teams can



determine that the venture is not sustainable as currently formulated and still receive a perfect score, as long as they successfully defend the conclusions). Grading rubric will be provided.

## **PRE- AND POST-COURSE REFLECTION** **ESSAYS** **(15% of your final grade).**

- Individually, students will write two self-reflection essays of 1000 words each. The first, pre-course essay will be due at the third class meeting. Final, post-course essay will be due March 30. These essays will be marked together at the end of the semester.
- *For the pre-course essay, please write a 1000-word essay reflecting on your personal reasons taking this course in social entrepreneurship. What are your past experiences that have led you to be interested in the topic? What do you already know about Social Entrepreneurship? What do you hope to get out of this course and how is this meaningful for your future aspirations?*
- *For the post-course essay, please write a 1000-word essay reflecting on your learning in this course. Discuss what you have learned in this course and how it will assist you in your future aspirations. Looking at your pre-course essay, were your learning expectations relevant? Were they met? Have you changed in any way as a result of this course?*

## **GROUP GUEST SPEAKER EVENT** **MANAGEMENT PROJECT** **(15% of your final grade).**

**In a team of 5-6 students, you will work on an event management project conceptualizing and organizing a panel-discussion event with at least two guest speakers. These guest speakers must be entrepreneurs either in the planning stages of their future enterprise or been in business for only few years. Social entrepreneurs are more than welcome to be part of these events. Your team will need to develop a theme, find the panelists, promote the event and facilitate it.**

## **PROFESSIONALISM** **(5% of your final mark)**

- I expect nothing but high level of professionalism from every member of our learning community
- Professionalism starts with a professional attitude demonstrated by
  - Being positive, enthusiastic, and active in class
  - Willingly accepting constructive feedback
  - Maintaining composure under professional or personal pressures
- Professionalism rests on integrity, demonstrated by
  - Maintaining academic honesty in all endeavors and taking credit only for our own work
  - Collaborating with others on assignments/projects only when authorized to do so
  - Being honest in evaluating your own effort level and what you deliver
  - Not making false claims justifying missed class or assignment
- Other aspects of professional behavior are demonstrated by
  - Accountability – taking personal responsibility for all actions
  - Commitment – following through with promises made to fellow classmates, teammates and professor
  - Punctuality – coming to class on-time, every time, ready to learn
  - Responsibility – demonstrating good time-management skills, complete all homework assignments and in-class exercises on time, and being able to ask for extra help when needed
  - Respect – treating peers, guests, professor and staff with respect whether in person, in writing or in electronic communication (No “Hey”, please! “Hey! is for horses only”!)
  - Adaptability – exhibiting an open attitude, being able to listen sympathetically to alternative ideas, and quickly able to adapt to changes such as in schedule or procedures