

MSOM 604: Social Entrepreneurship

Prerequisite(s): None

Credits: 3



I. Course Description

Have you ever wanted to solve a social challenge, or make a difference in something that you care about? How would you go about doing this? How can you make a positive impact on a person, community, or social challenge? Can you envision yourself as the person who can solve the problem, create a better system or process, or develop a new product to meet a physical need and can be easily replicated in third world countries? Have you wondered how to even start the process? In this course, you will have that opportunity.

II. Course Objectives

After completing this course, students should be able to:

1. Characterize a social challenge of your choice in an evidence-based manner using available data and statistics, describing root causes, barriers, and affected populations.
2. Investigate localized settings, nuances, co-challenges, best practices in facing this challenge, and opportunities to change the status quo.
3. Develop a solution centered on the target population and taking into account existing infrastructure and networks, designed to maximize access and minimize costs.
4. Test the assumptions linking the solution to the social challenge and specify success metrics to indicate whether the intended changes are being made.
5. Build a business model to sustain the delivery of the solution, exploring multiple financing mechanisms and potential revenue streams in line with the overall mission.
6. Pitch and present the idea, exchanging information with the end users, funders, team, and other stakeholders.
7. Develop the organizational frameworks and team members to deliver the solution in a sustainable manner.
8. Develop a strategy to engage stakeholders and create partnerships to ensure success.

III. Course Textbooks and Reading Materials

Your textbook will be provided by Tree of Life Bookstore and will be delivered to you prior to the course start date. The direct link to Tree of Life is:

<https://csu.treeoflifebooks.com/#/landing>

If you have any issues with your textbook, please contact Michelle Wood at mwood@csuniv.edu.

Title **Introduction to Social
Entrepreneurship**

Author Teresa Chahine

ISBN 978-1-4987-1704-5

IV. Weekly Information

Module One – Week 1

Characterizing Your Challenge

Objectives

At the end of this Module, you should be able to:

- 1.1 Understand how the book is organized
- 1.2 Define terms related to social entrepreneurship
- 1.3 Understand characteristics of social entrepreneurship
- 1.4 Define and characterize the challenge of your social venture, and information including:
 - Social challenges you are aiming to solve
 - Data and statistics available about the challenge
 - Sociodemographic characteristics
 - Geographic characteristics
 - Cultural characteristics

Reading

Chapter 1: Introduction, pp 1 – 20

Chapter 2: Characterizing Your Challenge, pp 21 – 40

Supplemental Videos

1. Pioneering Social Change
2. What it Means to be a Social Entrepreneur
3. Key Traits of Social Entrepreneurs

Deliverables

Discussion: Introductions (20 points)

Discussion: (40 points)

Written Assignment: (100 points)

Module Two – Week 2

Co-Creating and Designing the Solution

Objectives

At the end of this Module, you should be able to:

- 2.1 Build a solution to your challenge
- 2.2 Develop the value propositions to the community
- 2.3 Identify what the solution will look like
- 2.4 Explain how the solution ties back to the challenge
- 2.5 Identify the characteristics of the solution
- 2.6 Analyze how to develop and test new ideas
- 2.7 Identify who you need to recruit to help you

Reading

Chapter 3: Co-Creating with the Community, pp 41 – 62

Chapter 4: Designing Your Solution, pp 63 – 86

Supplemental Video

Rick Warren – A Life of Purpose

Deliverables

Discussion: (40 points)

Written Assignment: (100 points)

Module Three – Week 3

Delivering Your Solution

Objectives

At the end of this Module, you should be able to:

- 3.1 Build the systems to deliver your solutions effectively.
- 3.2 Create a marketing and distribution plan.
- 3.3 Create the operational strategy.
- 3.4 Determine human resources needed to build the organization.

Reading

- Chapter 5: Market Strategy, pp 87 – 110
Chapter 6: Delivering Your Solution, pp 111 – 130

Deliverables

- Discussion: (40 points)
Written Assignment: (100 points)

Module Four – Week 4

Measuring Your Social Impact

Objectives

At the end of this Module, you should be able to:

- 4.1 Measure the social impact of your venture
- 4.2 Define success and work backwards on your path to get there
- 4.3 Set performance indicators, in terms of processes and outcomes

Reading

Chapter 7: Measuring Impact, pp 131 – 154

Supplemental Video

Social Investors – Why is Measuring Social Impact Important?

Deliverables

- Discussion: (40 points)
Written Assignment: (100 points)

Module Five – Week 5

Ensuring Financial Viability

Objectives

At the end of this Module, you should be able to:

- 5.1 Determine what financial viability means to your venture
- 5.2 Develop a business model
- 5.3 Develop financial projections, including main costs and revenues, resources needed to invest and how you will recoup them.
- 5.4 Outline strengths and weaknesses, external opportunities and threats, and how to mitigate risks.

Reading

Chapter 8: Completing the Business Model, pp 155 – 174

Supplemental Video

1. Seth Godin on Successful Fundraising
2. Fundraising 101 Rueben Mayes

Deliverables

Discussion: (40 points)

Written Assignment: (100 points)

Module Six – Week 6

Funding and Structuring Your Venture

Objectives

At the end of this Module, you should be able to:

- 6.1 Determine other resources that you will need for your venture to be a reality
- 6.2 Identify various funding sources that are available to you
- 6.3 Identify social investment approaches that you need to understand and navigate
- 6.4 Create your roll-out plan; and whether it will be a new organization or within an existing organization
- 6.5 Articulate the components of a healthy organization
- 6.6 Identify different systems and processes needed to grow sustainably

Reading

Chapter 9: Pitching and Networking, pp 175 – 194

Chapter 10: Funding Your Venture, pp 195 – 212

Chapter 11: Building the Organization, pp 213 - 232

Deliverables

Discussion: (40 points)

Written Assignment: (100 points)

Module Seven – Week 7

Communicating and Creating Partnerships for Scale

Objectives

At the end of this Module, you should be able to:

- 7.1 Identify your various stakeholders; your end user, your team, your partners, and others
- 7.2 Develop the information that each stakeholder needs, and how you are going to communicate that information
- 7.3 Establish your growth plan for when you are up and running

Reading

Chapter 12: Communications, pp 233 – 252

Chapter 13: Managing Growth, pp 253 - 274

Deliverables

Discussion: (40 points)

Written Assignment: (100 points)

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments:
Discussion Boards/ Assignments/ Quizzes.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current

published edition. (current, 6th edition) (Except for English courses that specify use of MLA format.)

- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
<p>Percent Possible: 0 or 50</p> <p>Initial Post</p> <p>Introduction.</p>	<p>Percent Possible: 0</p> <p>No post or did not follow instructions at all.</p>	<p>Percent Possible: 50</p> <p>Posted following instructions.</p>
<p>Percent Possible: 0 or 50</p> <p>Response Posts</p> <p>Welcome.</p>	<p>Percent Possible: 0</p> <p>No post or did not follow instructions at all.</p>	<p>Percent Possible: 50</p> <p>Posted following instructions.</p>

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas
Support & References	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/ Length	<ul style="list-style-type: none"> • Post is less than 196 • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday 	<ul style="list-style-type: none"> • Post is 197-221 words • A few writing errors 	<ul style="list-style-type: none"> • Post 222-250 words • Well written 	<ul style="list-style-type: none"> • Post exceeds 250 words • Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> • Shows minor comprehension of concepts and viewpoints from peers • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree..." • Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> • Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years
Support & References	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/Length	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors 	<ul style="list-style-type: none"> • Post 178-200 words • Well written 	<ul style="list-style-type: none"> • Post exceeds 200 words. • Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Critical Thinking	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-799 words • Poorly written • 0 points for late assignments 	<ul style="list-style-type: none"> • Sources are outdated or ineffective • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format • 800-899 words 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources • Follows directions • APA formatting demonstrated but not extensive • 900-1000 words 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 1000 words