

## Leadership, Change, and Civic Innovation, SPS

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BSA 449-01

Spring, 2021

SPS Session 2 (March 15-May 1)

### ***INSTRUCTOR***

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Office Hours: By Appointment



### **Course Description**

Everyone says they want to change the world. In this course, you're going to learn how normal people change the world through social innovation. You will learn about citizen leadership and social-change leadership. You also will learn models and processes for change and social innovation and take part in a project where you take these ideas and put them into action. In other words, you are going to become a social innovator and social entrepreneur.

### **Objectives**

Upon completion of this course, you will be able to:

- Articulate theories of change, citizen leadership, organizational leadership, and civic leadership;
- Analyze best practices for social entrepreneurship;
- Analyze approaches for creating and maintaining socially-conscious businesses;
- Understand key issues related to change and entrepreneurship; and
- Design and develop a business case for civic/social innovation.

Topics to be covered:

- Change Models and Processes
- Social Innovation
- Social Entrepreneurship
- Change Leadership

## **Prerequisites**

- BSA 240

## **Text Books**

Bornstein, D. (2007). *How to Change the World*. New York: Oxford University Press.

Hickman, G. R. (2010). *Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings*. Los Angeles: Sage.

Maul, J. P. (2011). *Developing a Business Case: Expert Solutions to Everyday Challenges*. Boston, MA: Harvard Business Press.

## **ABOUT CLASS PARTICIPATION**

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Based on my leadership and teaching philosophy, I view my role in this course as a facilitator, consultant, coach, and co-creator of knowledge. This course is based on the assumption that you, as course participants, are highly capable of leading a considerable amount of your learning, which means you share in the leadership of the class.

Students will be expected to come to class prepared for active participation, including completing the assigned readings. This is a course that will use a variety of teaching techniques and will require a high level of participation in classroom exercises, discussions, and especially small-group activities. Please be respectful with your cell phones during class and leave the room if you need to text someone. This courtesy allows us to maintain an engaging learning environment. If the instructor notices ongoing cell phone or computer use in the classroom (other than for classroom learning), the student will be marked absent for the day.

## **ONLINE COURSES**

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### **Online Courses**

All online courses in the School of Professional Studies (SPS) are delivered fully through the Moodle learning management system (LMS). You can complete this course without ever visiting campus. All course readings, activities, and assignments are organized in a weekly format in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. You should expect to log into the course daily, or at least 4-5 times per week. *If you need technology help, please contact the Help Desk at [helpdesk@peace.edu](mailto:helpdesk@peace.edu) or call 919-508-2417.*

### **Attendance Policy**

William Peace University students are expected to attend all classes for which they are registered, as regular attendance and participation are an essential part of a student's educational program. In online learning, attendance is not taken as in the classroom, and instead is measured by regular class participation (see next section). To succeed in online learning, each student assumes the responsibility to "attend" the course regularly.

I strongly suggest that you log into the course at least 4-5 days per week, to participate in discussions and submit assignments by the due dates found in the Course Calendar.

### **About Office Hours**

“The best way to reach me is by email Monday through Friday. When messaging, please place your name, the course name, and the topic in the subject line of the email. You are also welcome to schedule a Google Hangout with me.

### **Guidelines for Assignments**

All written assignments must be submitted electronically using MS Word (.doc or .docx format), PowerPoint, or PDF. **Assignments are always due before midnight on the due date.** For all assignments, **you must have your name (first and last) indicated on the top right-hand corner of the first page.** Unless otherwise noted, papers should be typed, single-spaced in 12-point font with 1” margins, with all sources cited in APA format.

### **Late Assignment Policy**

Assignments are considered late if they are not turned in by midnight on their due date. For each day the assignment is late, there will be a 20% reduction in your grade (i.e. one day late = 20% reduction; two days late = 40% reduction; and three days late = 60% reduction). Assignments received more than three days after the original due date will receive a grade of zero. Also, no assignments will be accepted after the final day of class.

### **Course Drop**

Due to the nature of the program, if you must drop a class, a drop form must be completed, signed, and turned in before the third night of class to the Registrar's office. A grade of "W" will be recorded on your transcript. Please note that dropping a class may affect your financial aid. Please be advised to see the Office of Financial Aid before dropping the course.

### **Academic Integrity**

All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete

summary of the Honor Code and Honor Board policy can be found in the *2019-2020 Academic Catalog*.

### **Proctoring Policy for Online Courses**

All online courses at William Peace University require two (2) proctored exams or activities. Any student who fails BOTH proctored exams/activities will receive an automatic failing grade in the course, regardless of any other grades received. For more information on proctoring options, please see: [http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students\\_2016.pdf](http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf).

## **ABOUT UNIVERSITY RESOURCES**

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### **Disability Services**

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, by sending an email to [Disability@peace.edu](mailto:Disability@peace.edu).

### **Tutorial Services**

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutoring appointments will be offered both in person and online, and students can choose which they prefer when making an appointment. Students can sign up for individual appointments using WPUConnect or by emailing Dr. Deanna Rogers at [drrogers@peace.edu](mailto:drrogers@peace.edu). For more information, contact Dr. Deanna Rogers, Director of Academic Support, at [drrogers@peace.edu](mailto:drrogers@peace.edu) or 919-508-2080.

## **BSA 449 REQUIREMENTS AND EVALUATION**

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<b>Course Assignments</b>	<b>Point Value</b>
Weekly Participation and Reflection Assignments	120
Business Case (Due Dates #1, #2, #3, & #4)	280
Midterm and Final Exam Research Papers	100
<b>Total Points</b>	<b>500</b>

### **GRADE DISTRIBUTION**

<b>A</b>	<b>450 - 500 points, 90%-100%</b>
<b>B</b>	<b>400 - 449 points, 80%-89%</b>
<b>C</b>	<b>350 - 399 points, 70%-79%</b>

<b>D</b>	<b>300 – 349 points, 60%-69%</b>
<b>F</b>	<b>Below 300, below 60%</b>

### **Weekly Reflection Assignments (120 points)**

Each week, you will complete a reflection assignment based on the reading for the week. These assignments are due each Sunday at 11:59 pm. Please note that I consider the following areas when calculating your assignment grade, demonstrated understanding of the reading, quality connections to other course topics and to the workplace, and readability/mechanics.

### **Business Case for a Social Venture (280 Points)**

You will work either individually or in pairs to develop a business case for a new social venture or for a product or service extension focused on social good. The business case will focus on the development of a new product or service for social good. This product or service can stand alone, or it can be an extension of work already being done by a for-profit or not-for-profit organization in the area. Please note that the best business cases are realistic and focus on small initiatives for social good. As you are generating product and service ideas, remember that you want to build a case for a product or service that you can realistically launch within the next six-to-twelve months. If you start small, you can eventually scale your idea to have greater social impact. This project will be completed in three phases – Due Date #1 (Initial Opportunity Statement and Information-Gathering Plan), Due Date #2 (Synopsis of Research), Due Date #3 (Theory of Change), and Due Date #4 (Final Business Case).

### **Midterm and Final Exam Research Papers (100 Points)**

The midterm and final exams are each worth 50-points. Both exams take the form of research papers, so it is necessary to start working on them well before their due dates. Proctoring is not required for these assignments.

**BSA 449 ON – March 15 - May 1, 2021**

*This calendar is subject to change. Updates will be available on Moodle.*

Week/ Dates	Topics	Reading	Assignments
<b>Week 1</b> <b>March 15-21</b>	Course Goals, Syllabus, and Introductions  Concepts and Practices for Leading Change	<b>Leading Change</b> , Chapter 1 and 2  (If you have not taken BSA 357, you will want to read Chapter 3 as well because this chapter provides a quick review of key material from that course.)  What is a social problem? <b>Social Problems</b> . Retrieved from <a href="https://open.lib.umn.edu/socialproblems/chapter/1-1-what-is-a-social-problem/">https://open.lib.umn.edu/socialproblems/chapter/1-1-what-is-a-social-problem/</a>  17 Goals to Transform Our World. <b>United Nations</b> . Retrieved from <a href="https://www.un.org/sustainabledevelopment/">https://www.un.org/sustainabledevelopment/</a>	Reflection #1
<b>Week 2</b> <b>March 22-28</b>	Community and Organizational Change	<b>Leading Change</b> , Chapters 4 and 5  Exploratory Research. <b>MKT 450 Web Notes</b> . Retrieved from <a href="https://academic.udayton.edu/JohnSparks/tools/notes/exploratory.pdf">https://academic.udayton.edu/JohnSparks/tools/notes/exploratory.pdf</a>	Reflection #2  Business Case – Assignment #1: Initial Opportunity Statement and Information Gathering Plan Due on Sunday at 11:59 pm
<b>Week 3</b> <b>March 29-April 4</b>	Social Ventures and Organizational Impact	<b>Leading Change</b> , Chapters 6 and 8  <a href="#">Thompson, J. and MacMillan, J. Making Social Ventures Work</a> . <b>Harvard Business Review</b> .  Mair, J. & Noboa, E. (2006). <a href="#">Social Entrepreneurship: How intentions to create a social venture are formed</a> . In <b>Social Entrepreneurship</b> (pp. 121-135). UK: Macmillan.	Reflection #3  Exam 1 Research Paper – Content from Weeks 1-3
<b>Week 4</b> <b>April 5-11</b>	Social Ventures Changing the World	<b>How to Change the World</b> , Chapters 1, 2, 4, 5, and 7  <b>Developing a Business Case: Expert Solutions to Everyday Challenges</b> .  The Guide to the 7 Key Questions All Social Entrepreneurs Should Ask Themselves. <b>Ashoka</b> . Retrieved from <a href="https://www.ashoka.org/en/files/7qc-ashokaswitzerland-eng-webpdf">https://www.ashoka.org/en/files/7qc-ashokaswitzerland-eng-webpdf</a>	Reflection #4 <sup>SEP</sup>  Business Case – Assignment #2: Synopsis of the Research Due on Sunday at 11:55pm

<p><b>Week 5</b> <b>April 12-18</b></p>	<p>Social Ventures Changing the World (Cont'd)</p>	<p><b>How to Change the World</b>, Chapters 8, 9, 10, and 11</p> <p>Developing a Theory of Change for Your Project. <b>Oracle</b>. Retrieved from <a href="https://project-oracle.com/uploads/files/Theory_of_Change_-_guidance_and_checklist_1.pdf">https://project-oracle.com/uploads/files/Theory_of_Change_-_guidance_and_checklist_1.pdf</a></p> <p>How to Build a Theory of Change. <b>NCVO</b>. Retrieved from <a href="https://knowhow.ncvo.org.uk/how-to/how-to-build-a-theory-of-change">https://knowhow.ncvo.org.uk/how-to/how-to-build-a-theory-of-change</a></p>	<p>Reflection #5</p> <p>Business Case - Assignment #3: Theory of Change Due on Sunday at 11:55pm</p>
<p><b>Week 6</b> <b>April 19-25</b></p>	<p>Leadership, Change, and Working Globally</p>	<p><b>How to Change the World</b>, Chapters 16 and 18</p> <p><b>Leading Change</b>, Chapter 10</p> <p>Miller, T.L., Grimes, M.G., McMullen, J.S. (2012). Venturing for others with heart and head: How compassion encourages social Entrepreneurship. <b>Academy of Management Review</b>. Retrieved from <a href="https://cdn.vanderbilt.edu/vu-web/owen/files/publications/Compassion.AMR.2012.pdf">https://cdn.vanderbilt.edu/vu-web/owen/files/publications/Compassion.AMR.2012.pdf</a></p>	<p>Reflection #6</p>
<p><b>Week 7</b> <b>April 26-May 1</b></p>	<p>Making a Case for Change</p>	<p>On Moodle – Access the <b>Business Case for a Social Venture Resources Folder</b>.</p>	<p>Final Business Case Due – Due on Saturday at 11:59 pm</p> <p>Exam 2 Research Paper -- Content from Weeks 4-7</p>