

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

Maribeth Towers

MBAM 694.11

SOCIAL ENTREPRENEURSHIP

SPRING, 2009
SESSION B

MONDAY AFTERNOONS
1:00 PM – 5:00 PM

MALIBU CAMPUS

SYLLABUS

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Contact Information

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Course Description

This course explores the role of the social entrepreneur in positively impacting socially responsible organizations that are concerned with improving economic, educational, healthcare and cultural institutions. This course also provides the opportunity to apply the business knowledge and skills acquired in previous core courses in an integrative fashion while emphasizing the development of values-centered leadership skills. Students complete a Social Entrepreneurship Project that is a consulting report in the form of business plans, marketing plans, organizational development recommendations and financial reports. Students learn to integrate knowledge from all functional areas of business and to apply those skills to complex business problems arising out of changing technology, competitive market conditions, social change and governmental reports as well as an analysis of project management skills demonstrated by the student teams while working with social enterprises.

In addition to the Social Entrepreneurship Project, students will also learn theories and techniques for managing consulting projects. Students will perform an organizational analysis as part of their Social Entrepreneurship Projects. This course, MBAM 694.14 Social Entrepreneurship, has satisfied the second organization theory course and for that reason may be taken instead of MBAM 618.

Course Objectives and Learning Approach:

MBAM 694.14 Social Entrepreneurship utilizes a unique format that goes beyond traditional class structure to combine regular class sessions with client and team interactions on a major project – assisting real social enterprise clients with challenging business problems. The major project is called the Social Entrepreneurship Project. Additionally, students will be asked to do an organization analysis as learned in MBAM 608 as part of the client projects. Course materials and guest speakers will provide knowledge on how to manage the consulting process. After completing this course, you will have developed:

Course Objectives and Learning Approach, cont.

1. A deeper understanding of the growing demand for business leaders equipped with management skills for social enterprises.
2. Client management skills for creating value within an organization.
3. An introduction to the key elements of social entrepreneurship.
4. Project management skills for implementing complex consulting projects.
5. Social enterprise management experience.
6. First-hand management level consulting experience that can be featured in your resume and discussed during job interviews.
7. The satisfaction that accompanies helping those in need and making this world a better place.
8. Further development of ethical skills and practices that lead to being a values-centered business leader with a well-defined moral compass.

Text and Course Materials:

Required Text:

Bornstein, David, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press. ISBN: 0-19-513805-8

Case Studies:

Strategic Planning at NFTE 9-302-002

IKEA and the Natural Step UVA-ENT-0030

Articles:

“Consulting is More Than Giving Advice” By Arthur N. Turner

“Project Management Manuel” prepared by Harvard Business School

Case Study Assignment Elaboration:

Strategic Planning at NFTE: The National Foundation for Teaching Entrepreneurship (NFTE) was founded in 1987 and has received a great deal of media attention. NFTE has capitalized on multiple entrepreneurial opportunities for growth, and now, at the behest of The Goldman Sachs Foundation has engaged McKinsey and Company to develop a strategic plan.

Assignment: Write a team paper answering the following questions and be prepared to discuss and defend your answers during a class roundtable.

1. How would you describe the NFTE organizational culture?
2. The word “movement”, an often heard term in the social enterprise sector, is used to describe NFTE a number of times in the case. What is a movement and how does that impact strategic planning?

3. What is your opinion of the strategic planning process used by McKinsey & Co.?
4. What must happen at NFTE to successfully implement the strategic plan?
5. What are the similarities and differences between strategic planning for NFTE and a for-profit organization?

IKEA and the Natural Step: Jan Kjellman has taken over as president of IKEA North America which is the U.S. and Canadian subsidiary of the well-known Swedish furniture company. Kjellman is developing an agenda to build on his predecessor's success and one important component of this agenda pertains to IKEA's environmental stance in North America. Recently IKEA had begun to articulate a strong environmental policy and the implementation of this policy was very much under way with the parent company.

Assignment: Write a team paper answering the following questions and be prepared to discuss and defend your answers during a class roundtable.

1. Should the "Trash is Cash" waste reduction program be implemented in all North American IKEA stores? Or should the environmental policy and programs at IKEA North America focus instead on the production side and accelerating the consideration of environmental issues with North American suppliers? Which environmental program offers opportunities for significant impact and competitive advantage for IKEA in the short and long term?
2. Conduct a S.W.O.T. analysis of the TNS program.
3. What additional environmental strategies and programs could IKEA North America consider implementing and why?

Overview of Class Schedule and Assignments:

Date	Description	Preparation	Deliverables Due
Mar. 2	Class intro Social Entrepreneurship Project (SEP) client orientations and presentations Teams formed and clients assigned	Student introduction Syllabus review	Come prepared with a self-introduction packet including: background about yourself, what you hope to gain from the class and a copy of your current resume.
Mar. 9	Tips and techniques for social enterprise consulting and project management Review SEP deliverables, timelines and Gantt charts	Obtain client's signature on the SEP consulting contract defining project scope and process for completing Prepare draft of team SEP deliverable timeline and Gantt chart Gather information for	Signed SEP contract Draft SEP deliverable(s), timeline and Gantt chart

		Organization Analysis	
Mar. 16	Bornstein discussion Managing difficult issues in social enterprise consulting SEP team status reports Meetings with professor to review SEP timelines and Gantt charts Class time to work on SEPs	Bornstein Chapters 1 – 8 Read “Consulting is More than Giving Advice”	Final SEP deliverable(s), timeline and Gantt chart
Mar. 23	Case study roundtable discussion SEP team status reports Meetings with professor to review SEP progress, timelines and Gantt charts Class time to work on SEPs	Read case studies and answer questions for team case papers: Strategic Planning at NFTE IKEA and The Natural Step	Team case papers SEP status, timeline and Gantt chart
Mar. 30	Bornstein roundtable discussion Troubleshooting issues and challenges with SEPs Class time to work on SEPs	Bornstein chapters 10 – 21 Continue working on SEPs	List of issues and challenges your team is facing with your SEP – if any. SEP status, timeline and Gantt chart
April 6	SEP team status reports Meetings with professor to review SEP progress, timelines and Gantt charts Class time to work on SEPs	Begin final SEP presentations Continue working on SEPs	Draft SEP presentation SEP status, timeline and Gantt chart
April 13	Final presentations of SEPs and Organizational Analyses	Prepare final SEP presentations and Organizational Analyses	Presentations to class and guest participants

Participant Responsibilities and Performance Evaluation:

A point system is used to determine grades for this course. Grades are determined by “natural breaks” in point totals that reflect meaningful differences in performance. Evaluations generally are intended to indicate how your work in the class corresponds to what is considered to be exceptional, acceptable, and unacceptable consulting practices in a successful social enterprise.

Attendance Policy:

Central to this class is an applied project working directly with clients from social enterprises. Attendance is expected for all 7 class sessions. Students that need to miss part or all of a session should contact the professor directly in advance to discuss the anticipated absence. Students who miss part or all of a class are subject to significant point reductions.

Grade Point Breakdown:

Overall Course Teamwork: 50

- Role facilitating team formation (10)
- Ability to impact your team's effectiveness (10)
- Role in sharing ideas and insights with other teams (15)
- Assignment management skills demonstrated (15)

Social Entrepreneurship Project (SEP): 300

Project Teamwork – 30:

- Peer evaluation (20)
- Professor evaluation (10)

Final SEP presentation – 100:

- Overall quality (10)
- Executive Summary (20)
- Consistency with Consulting Agreement (20)
- Content (25)
- Style/Communication Clarity (25)

Client Evaluation – 100:

- Quality of final deliverable (50)
- Interaction throughout consulting process (50)

SEP Deliverable, Timeline, Gantt Chart (50)

Organizational Analysis (20)

Case Study Analysis 50

- Analysis discussion (10)
- Written case papers (20 ea.)

Class Participation 100

- Books and article discussions (30)
- Guest participant questions (20)
- Focus during class sessions, e.g., no blackberry, no phone, arriving on time, etc. (50)

Total 500