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UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

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| Program | PhD Education |
| Course Title | Social Entrepreneurship  |
| Course Code | ED763 |
| Semester  | Fall 2018 |
| Credit Hours | 3 |
| Class day and Time | Saturday, 5:00 PM – 8:00 PM |
| Duration | 16 weeks |
| Course Instructor  | Dr.  |
| Contact Details | Phone: Off: (042) 35212801, Ext.Email:  |

**Course Description:**

Social entrepreneurship is an innovative, growing, and rapidly evolving field in business that tackles social and environmental challenges through business perspectives and methods. Social entrepreneurs are distinctive in their focus on a social mission as the primary, driving force of their organization. Traditional business performance measures such as growth and profit are relevant and important to social entrepreneurs, but not as standalone outcomes; rather, the value of growth and profit is manifested in the organization’s ability to achieve its social mission more quickly and effectively. Social entrepreneurs see opportunity in the blurring of the traditionally separate roles of governments, non-governmental organizations, and companies, and social ventures can take a wide variety of forms ranging from non-profit to for-profit and countless innovative hybrids in between. This course is relevant to entrepreneurs and entrepreneurs that have a social, environmental, or nonprofit focus. This course provides students with a knowledge and understanding of the principles of social entrepreneurship. An applied course in which students will work with real social enterprises. Classes will utilize lectures, live cases, field study, relevant readings, and discussions to explore the unique challenges faced by social entrepreneurs and the role they play in social innovation. Moreover, case studies will be presented, and students then apply this knowledge to an individual topic that forms the basis of their reports.

**Intended learning outcomes:**

On successful completion of this course, students will be able to:

* Explain the characteristics that define social entrepreneurship
* Describe different forms of social enterprise organizations
* Describe the challenges and opportunities of social innovation
* Apply and critique social entrepreneurship frameworks
* Explain key considerations in resourcing social entrepreneurship
* Apply the theory of change model for social enterprises
* Describe the challenges in growing a social enterprise and scaling social impact
* Define a social problem and the scope and parameters of the system that needs to be changed for the problem to be addressed.
* Identify opportunities for innovation, collaboration, and new business development in response to evolving environmental and social issues. •
* Design appropriate methods to measure social impacts and ensure accountability.
* Launch, support, or scale a social venture through business analysis and the application of business tools and skills.
* Anticipate future developments and prospects in the field of social entrepreneurship.

**Course Content:**

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| Week | Topics |
| 1 |  Introduction to Social Entrepreneurship |
| 2 | Social Enterprise |
| 3 | Forms of social enterprise organizations |
| 4 | Challenges and opportunities of social innovation |
| 5 | Social Entrepreneurship Framework |
| 6 | Resourcing Social Entrepreneurship |
| 7 | Mid term |
| 8 | Defining the Social Value Proposition |
| 9 | Theory of change model for social enterprises |
| 10 | Social problem, scope and parameters |
| 11 | Scale development |
| 12 | Scaling Social Impact |
| 13 | Methods for social impacts and ensure accountability |
| 14 | Opportunities for innovation, collaboration, and new business development in response to evolving environmental and social issues |
| 15 | Trends in social entrepreneurship |
| 16 | Final Exam |

**Recommended Books:**

Adeniyi, A. O., & Ganiyu, I. O. (2021). Reshaping Education and Entrepreneurial Skills for Industry 4.0. In *Reshaping Entrepreneurship Education With Strategy and Innovation* (pp. 64-77). IGI Global.

Beugré, C. (2016). *Social entrepreneurship: Managing the creation of social value*. Routledge.

Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know®*. Oxford University Press.

Dees, G.J., Emerson, J. and Economy, P. (2002) Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit, Wiley, New York.

Emerson, J. and Twersky, F. (1996), New Social Entrepreneurs: The Success, Challenges and Lessons of Non-Profit Enterprise Creation, the Roberts Foundation: Homeless Economic Development Fund, San Francisco.

Leadbeater, C. (1997), The Rise of the social entrepreneur, DEMOS, London

Mair, J., Robinson, J., & Hockerts, K. (Eds.). (2006). *Social entrepreneurship* (Vol. 3). New York: Palgrave Macmillan.

Sandler, M. R. (2010). *Social entrepreneurship in education: Private ventures for the public good*. R&L Education.

Wei-Skillern, J., Austin, J., Leonard, H. and Stevenson, H. (2007), Entrepreneurship in the Social Sector. London: Sage Publications

**Recommended Articles:**

Peredo, A.M. and McLean, M. (2006) ‘Social entrepreneurship: A Critical review of the concept’. Journal of World Business, 41 (2006) pp. 56-65.

Light, P. (2006) ‘Reshaping Social Entrepreneurship’, Stanford Social Innovation Review, Fall 2006, pp. 47-51.

Mort, G.S., Weerawardena, J., and Carnegie, K. (2003). ‘Social entrepreneurship: Towards conceptualisation’. International Journal of Nonprofit and Voluntary Sector Marketing, 8 (1): 76-89.

Drayton, W. (2002), 'The citizen sector: Becoming as entrepreneurial and competitive as business', *California management review*, 44(3): 120-132.

Simons, R. (2000), ‘Social Enterprise: An opportunity to harness capacities’, Research and Advocacy Briefing Paper, No. 7, December 2000, The Smith Family

Nowak, M. (2005), ‘Profiles of Change: Easy Being Nic’, Social Fusion’s Leadership Series, Social Fusion

Martin, R.L. & Osberg, S. (2007). ‘Social entrepreneurship: The Case for Definition’. Stanford Social Innovation Review, Spring, pp. 28-39.

Dees, G.J. (1998) ‘The Meaning of ‘Social Entrepreneurship’, Stanford University, Draft Report for the Kauffman Centre for Entrepreneurial Leadership, 6pp.

Defoourny, J. & Nyssens, M. (2012), 'The EMES Approach of Social Enterprises in a Comparative Perspective'

Goldstein, J.A., Hazy,  J.K. and Silberstang, J. (2008) 'Complexity and social entrepreneurship: A Fortuitous Meeting', E*mergence: Complexity & Organization*, 10 (3).

Bloom, P.N. and Dees, G. (2008) ‘Cultivate your Ecosystem’, Stanford Social Innovation Review, Winter 2008, pp. 45-53.

Kania, J. and Kramer, M. (2011) ‘Collective Impact’, Stanford Social Innovation Review, Winter 2011, pp. 35-41.

Haugh, H. (2007), ‘Community-Led Social Venture Creation’, Entrepreneurship Theory and Practice, March 2007, 31 (2), pp. 161-182.

Montgomery, N. (2006), ‘Co-Op Comeback in the Outback: Rural communities are providing funds to plug the drain of essential services’, Ethical Investor, April 2006, issue 54, pp. 31-34.

Barraket, J., Mason, C., and Blain, B. (2016), Finding Australia's Social Enterprise Sector 2016: Final Report, Social Traders and CSI Swinburne, Melbourne.

Duniam, M. & Eversole, R. (2014), Social Enterprises and Local Government: A Scoping Study, Australian Centre of Excellence for Local Government, Sydney.

Yunus, M., Moingeon, B. & Lehmann-Ortega, L. (2010), ‘Building social business models: lessons from the Grameen experience’, Long Range Planning, vol. 43, no. 2-3, pp. 308-325.

Di Domenico, M., Haugh, H. & Tracey, P. (2010), ‘Social bricolage: theorizing social value creation in social enterprises’, Entrepreneurship Theory and Practice, vol. 34, no. 4, pp. 681-703.

Liffman, M. (2007) ‘The cultural and social history of philanthropy in Australia’, Australian Philanthropy, issue 67, Summer 2007, pp. 4-5.

Lyons, M., North-Samardzic, A. & Young, A. (2007), ‘Capital Access of Nonprofit Organisations’, Agenda, vol. 14, no. 2, pp. 99-110.

Wilson, K. E., Silva, F., & Ricardson, D. (2015). Social Impact Investment: Building the Evidence Base. SSRN 2562082.

Lehner, O. M., & Nicholls, A. (2014). 'Social finance and crowd funding for social enterprises: a public–private case study providing legitimacy and leverage', Venture Capital, 16(3), 271-286.

W.K. Kellogg Foundation (2004) Logic Model Development Guide, Updated January 2004, W.K. Kellogg Foundation, Michigan

Brest, P. (2010), ‘The Power of Theories of Change’. Stanford Social Innovation Review, Spring 2010, pp. 47-51.

Dees, J.; Anderson, B.B., Wei-Skillern, J. (2002) Pathways to Social Impact: Strategies for Scaling Out Successful Social Innovations, CASE Working Paper Series No. 3, Centre for the Advancement of Social Entrepreneurship, Faqua School of Business, Duke University.

Mulgan, G. (2006) ‘The Process of Social Innovation’, Innovations, Spring 2006, vol. 1, no. 2, pp. 145-162.

Westley, F., Antadze, N., Riddell, D. J., Robinson, K., & Geobey, S. (2014). Five Configurations for Scaling Up Social Innovation Case Examples of Nonprofit Organizations From Canada. The Journal of Applied Behavioral Science, 0021886314532945.

**Course requirements:**

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| **Assessment** | **Marks** |
| Quiz 1 | 5 |
| Quiz 2 | 5 |
| Term Paper | 20 |
| Presentation I | 10 |
| Presentation II | 10 |
| Presentation III | 10 |
| Presentation IV | 10 |
| Presentation IV | 10 |
| Project  | 20 |
| Total | 100 |

**Evaluation of participants’ performance:**

Relative grading as per policy of the UMT.

**University regulations:**

Policies related to excused absences, cheating/ plagiarism, withdrawal and other related issues can be found in Participants Handbooks located at:

<http://www.umt.edu.pk/offices/registrar/Participants/Handbook.html>. As student and faculty at the University of Management and technology, we are all responsible for adhering to these policies.

**Attendance, Participation and Late Assignments:**

All participants are expected to be regular and punctual. In case a participant is absent in six classes, she/ he will get an ‘F’. Overall, 80 percent attendance is compulsory.

Participation is an important part of this course. You must be an active learner because you will need to adapt what you are learning to your own teaching:

* Preparing for class by completing reading and writing assignments
* Remaining alert, attentive, and respectful during discussions and activities (e.g. reading irrelevant materials, text-messaging, or sleeping are not appropriate)
* Respecting others other’s opinions
* Avoiding offensive language
* Displaying a positive attitude

**Guidance-Counseling Services:**

Participants are free to discuss the progress of their course during scheduled counseling hours. These hours will be communicated after commencement of introductory session. However, participants are allowed to use other channels of communications like email, and telephone both land and cellular.

**Written submissions:**

To receive a grade, each submitted assignment must be typed in a twelve-point font size. At the top front page of each assignment, please identify the name of the course, assignment, date of submission and your name or the names of the each of the group members.

**Grammar and spelling:**

Grammar and spelling are as important as the mechanics of writing in all assignments. It is critical that spell check is used in all word-processed documents and that your work is edited for correctness. Grammar and spelling will be part of the evaluation of your assignments.

**Withdrawal:**

Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. However, if you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignments deadlines or abiding by the course policies will constitute an unacceptable hardship for you. In such case you should drop the class by the drop-add deadline.