CSUS 473

Social Entrepreneurship and Community Sustainability

Spring 2021
Mondays and Wednesdays, 12:40-2:00 p.m.
Online (synchronous) via Zoom

Instructor:	Dr. Dan McCole (He, Him, His)
Department:	Community, Agriculture, Recreation and Resource Studies
Office:	My House
Email:	mccoleda@msu.edu
Office Hours:	Wednesday 2:00 – 3:00 (Immediately after our Wednesday Class). Otherwise feel free to contact me to schedule an appointment.

COURSE DESCRIPTION

Start-up and management of private sector and non-profit organizations that aim to address social and/or environmental problems. Identifying and overcoming the challenges associated with the sustainable operations of social enterprises.

INTRODUCTION

Social enterprises can be for-profit or not profit organizations. The difference between a social enterprise and a traditional business is that although profitability is vital to social enterprises, their aim is not to *maximize* profits. Instead, social enterprises exist to address some social or environmental problem. Although many traditional non-profit organizations also exist to address some social or environmental problem, social enterprises differ from these in that they aim to establish financial sustainability that does not depend upon donations and grants for continued operation. Rather, once established, their activities provide enough revenues to cover the costs of operations. An underlying principle of social enterprises is that good business practices (e.g., marketing, financial management, human resources management, systems management, strategic thinking, etc.) must be used to successfully operate the enterprise. Many people contend that social enterprises are a vital part of community sustainability.

The objective of this course is to introduce students to the basic concept of, and underlying principles of social enterprises and their role in helping communities to be more sustainable. In this course, students will learn about specific social enterprises, how they aim to solve social and/or environmental problems and the challenges they face. This course will also serve as an introduction to some of the business practices crucial to the survival and sustainable operations of social enterprises. Students will also have the opportunity to develop a conceptual framework for a social enterprise through a mini-business plan assignment.

READINGS

There is no required textbook for this course. Readings can be found on D2L. Students enrolled in this class are expected to complete all assigned readings by the assigned dates. Although class time will occasionally be spent covering subject matter from the readings, most class time will be used to introduce new concepts and engage in activities not directly relevant to the assigned readings. This does not mean that the readings are unimportant. This class is meant to be much more than just the readings, but the assigned readings are an important part of the course.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Understand social entrepreneurship and how it differs from traditional entrepreneurship in the private and non-profit sectors;
2. Appreciate the importance of social entrepreneurs in addressing the social and environmental problems communities face;
3. Understand the role of social enterprises in community sustainability;
4. Appreciate the challenges that are faced by social entrepreneurs, and possible solutions for facing those challenges;
5. Identify different ways of funding social enterprises;
6. Develop budgets and basic financial statements;
7. Develop strategies for creating sustainable revenue streams for social enterprises;
8. Understand the importance of understanding potential markets and identify ways of addressing the needs of those markets;
9. Understand and address the challenges of managing human resources in social enterprises, including volunteers;
10. Develop strategies for creative problem solving skills needed by social entrepreneurs.

The above course objectives support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, economic literacy, and community. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking, cultural understanding, and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at http://undergrad.msu.edu/msu-goals.

COURSE EXPECTATIONS

- To learn, challenge, be challenged, have fun, and build relationships
- To strike a balance of actively listening and verbally contributing
- To attend class and remain for its entirety, which includes refraining from loading backpacks until the class time is complete (see Attendance section in Course Policies).
- To complete all readings as assigned.
- To be on time. Students who are late show disrespect to their peers and instructor.
- To attend class mentally as well as physically. Students who use their cell phones, text, listen to iPods, work on assignments for other classes or in any other way engage in activities not part of the class, may be asked to leave and will not be given credit for being present for class.
- To complete assignments with honesty and integrity (see the *Academic Integrity* section in Course Policies)

COURSE POLICIES

Class attendance – Students are expected to attend class, be on time, and be focused on the course (not multitasking). Absences will be noted. If you miss class, I will post a video of the lectures on Zoom.

Zoom Etiquette – I prefer if you have your camera on during class meetings, but it is not mandatory. Please remember to mute before comments, so others don't hear background noises.

Participation – Student participation includes quality of verbal responses, group interaction, comments and questions, as well as attentiveness in class and in all activities.

Professionalism – One aim of this class is to develop the skills students need to be successful in a professional setting. Students are expected to show respect to the professor and to one another. This is demonstrated in numerous ways including being on time, giving full attention in class, engaging in discussion and problem-solving, working collaboratively in groups, and taking responsibility for learning the material. Assignments must be neat with no grammatical and spelling errors, and they must indicate a serious effort to do a good job. All students are encouraged to express their points of view and opinions in this class. Disagreement, whether it is with the professor, another student or guest speaker, is a natural part of the learning process and all present can benefit from an informed debate. However, all participants in this class are expected to be respectful of others' opinions and professional in such discussions. Being respectful, interested, attentive, and participatory will reflect well on your grade.

Email – Electronic communication has become a critical tool in our society. For this reason, you are required to check your **MSU-assigned email** on a daily basis. Throughout the semester, I will be corresponding with students via email and the information in these emails are considered official course communication for which students are responsible. If you regularly check a different email account than your "msu.edu" account, be sure to forward your MSU account to your other account. However, if you email me using such an account, beware that I may not receive it. MSU's SPAM identification software often tags emails from public accounts as SPAM and I never receive them. For this reason, it is recommended that students check their MSU accounts on a daily basis and use this account for all communication with me.

Assignments – Because poor presentation can reduce the credibility of otherwise good content, all assignments <u>must</u> be typed / word-processed (unless otherwise specified) and presented in a professional manner. Grammar and spelling must be correct on all submitted assignments. Proof your work! If you feel you need assistance in this area, see the instructor or any of a number of university resources so that help can be provided and your grade will not be diminished. All assignments should be submitted via D2L. **With the exception of the Reading Reflections**, assignments maybe submitted late, but will be penalized (10% if submitted within 24 hours of due date; 30% if more than 24 hours late).

Communication with Instructor – The best way to reach me is through e-mail: mccoleda@msu.edu

Accommodations
If you need accommodations in this class related to a disability or religious holidays, please make an appointment with me to discuss as soon as possible.

Grading of Group Projects

Because group work requires different roles and responsibilities, it is impossible to ensure every group member contributes at exactly the same level. However, each group member IS expected to do their fair share. This includes, but is not limited to:
- preparing for and attending group meetings
- completing the work assigned to them in a timely manner
- communicating with other group members in a timely and effective manner
- contributing in a way that the group agrees on in advance and is distributed in a way that is fair to the group.

At the end of the semester, each group member must individually complete an evaluation form for themselves and each group member (Note: students will not receive a grade for group assignments if they do not submit their evaluation sheets by the final exam period). Group assignments will receive a group grade, however individual grades may vary depending on group member evaluations.

Academic Integrity

Article 2.III.B.2 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

ASSIGNMENTS

Entrepreneurial Self-Assessment
Due January 20

For this assignment, students must complete a web-based self-assessment about entrepreneurial potential, and submit the results page on D2L. The self-assessment can be found at the following link. See the assignment sheet on D2L for more details:

https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx

Developing Observation Skills
Due February 10

For this assignment, students must: 1) go for a walk or a drive; 2) identify something they haven't noticed before; 3) that something must have an element about it that is unexplained or unclear; 4) speculate on the reason for the unexplained/unclear element; and 5) write and submit a paper about this. See assignment sheet in D2L for details.

Reading Reflection Papers
Due throughout the semester (see table below)

Over the course of the semester, eight opportunities will be given for students to write a reflection paper related to the reading due on that day. Each paper should be around 500-750 words and will be worth 50 points. Students must complete seven of these. Because the point of this assignment is to ensure students complete the readings in time for class**. Papers must be submitted to D2L by the beginning of class (12:40) and late papers for this assignment will not be accepted.**

Reading Reflection Papers			
Date	**Associated Reading(s) #**	**Topic**	**Reading Reflection Letter**
1/25	3	Entrepreneurship	A
2/1	4	Mission and Values	B
2/8	6	Creativity	C
2/15	7 & 8	Experience Economy & The Third Place	D
2/24	11	Market Segmentation	E
3/10	13	How Companies Learn Your Secrets	F
4/14	15	Human Resources	G
4/19	16	Managing Volunteers	H

Financial Statements
Due March 29

The purpose of this assignment is to make sure you understand the main principles of basic financial statements as well as how to read and create them. For this assignment we will use the examples from the reading as templates for the financial statements. In other words, your financial statements should look similar to the ones in the book (different numbers and names obviously). Each student will create these financial statements for the same imaginary company (this assignment does NOT involve your business). You will need to use Excel for this assignment. If you are not familiar with Excel, please make arrangements in advance to get help for this assignment. THIS IS NOT A GROUP ASSIGNMENT! STUDENTS MUST COMPLETE THIS ASSIGNEMENT ON THEIR OWN. *See assignment sheet for more information.*

Business Plan
Business Idea due April 7
Full Business Plan due April 21
Business Pitch due April 26 (during Finals Period)

For this assignment, groups will complete a business plan for an imaginary business or non-profit organization. The purpose of this assignment is for students to better understand some of the important concepts entrepreneurs must think about when forming a new enterprise. Although an actual business plan is much more expansive and detailed than this, it will give a head start on a business plan for those students who are actually interested in becoming entrepreneurs. Be sure to make your business plan look very professional. What you turn in should not look like a course assignment, but rather a professional document you would submit to a bank or investor to apply for a loan. It should also not look like a term paper. Business plans are formatted with clearly identified sections and subsections, and sometimes bullet points.

The plan will be due in three stages. The first assignment is the *Business Idea*, in which you will provide a description of the business and a market analysis (See assignment instructions on D2L). The second assignment is the *Full Business Plan*, which will include the first assignment as well as other elements described in the assignment instructions on D2L. The third stage is the pitch your group will give during our final exam period.

COURSE EVALUATION

Assignments & Grading	Points
Entrepreneurial Self-Assessment	50
Developing Observation Skills	100
Reflection Papers (50 pts. each)	350
Financial Statements Assignment	150
Business Plan	350
Business Idea – 100 pts.	
Full Plan – 150 pts.	
Shark Tank Pitch – 100 pts.	
Total Possible Points	**1,000**

Points		Grade
920 – 1,000	=	4.0
870 – 919	=	3.5
830 – 869	=	3.0
770 – 829	=	2.5
670 – 729	=	1.5
630 – 669	=	1.0
< 630	=	0

DEFINITION OF GRADES:

Because much of grading is subjective and every professor is different, I offer the following definitions of grades that will guide my grading decisions:

4.0: Outstanding achievement that significantly exceeds standards.

3.0: Commendable achievement that exceeds standards.

2.0: Acceptable achievement that meets standards in all aspects.

1.0: Achievement that is worthy of credit even though it fails to fully meet the course requirements.

0.0: Failing: and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an incomplete.

CLASS SCHEDULE
*** Please note that the schedule is likely to change ***

Readings should be completed by the beginning of class on the date they appear on the schedule.

Day	Date	Topic	Reading	Assignment Due
January				
Mon	11	**Reading and Reflection**		
Wed	13	**Reading and Reflection**	Readings 1, 1b & 2	
Mon	18	**Dr. MLK Day**		
Wed	20	Intro to Course & Entrepreneurship	Reading 3	**Online Assessment**
Mon	25	Social Enterprise		**Reading Reflection A**
Wed	27	Guest Speaker: Nathan Fox		
February				
Mon	1	Visions, Missions and Values	Reading 4	**Reading Reflection B**
Wed	3	Identifying Opportunities	Reading 5	
Mon	8	Creative Problem Solving	Reading 6	**Reading Reflection C**
Wed	10	Creative Problem Solving		**Observation Skills**
Mon	15	The Experience Economy & Third Places	Readings 7 & 8	**Reading Reflection D**
Wed	17	Marketing: 4 P's working together	Reading 9	
Mon	22	Marketing: Product & Price	Reading 10	
Wed	24	Marketing: Place & Promotion	Reading 11	**Reading Reflection E**
March				
Mon	1	Market Segmentation	Reading 12	
Wed	3	**Break**		
Mon	8	Psychology in Business		
Wed	10	Consumer Habits (Target)	Reading 13	**Reading Reflection F**
Mon	15	Financial Statements: Vocabulary/P & L	Reading 14	
Wed	17	Financial Statements: Income Statement		
Mon	22	Financial Statements: Balance Sheet & Cash Flow		
Wed	24	Financial Statements: Review		
Mon	29	Funding Social Enterprises	Reading 15	**Financial Statements**
Wed	31	Business Structures	Reading 16	
April				
Mon	5	Business Plans		
Wed	7	Making a Pitch		**Business Idea**
Mon	12	Start-up & Operating Costs	Reading 17	
Wed	14	Human Resources Management	Reading 18	**Reading Reflection G**
Mon	19	Managing Volunteers	Reading 19	**Reading Reflection H**
Wed	21	Legal Issues		**Full Business Plan**
Mon	26	**Final Exam Period: 12:45 – 2:45**		**Business Pitch**