



# Global Social Benefit Fellowship

**ELSJ 134** Seminar in social entrepreneurship (spring) (5 units; prerequisite for 135)

**ELSJ 135** Research in social entrepreneurship (fall) (5 units; fulfills STS & ELSJ)

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Miller Center for Social Entrepreneurship

Social entrepreneurs play the role of change agents in the social sector, by:

- Adopting a mission to create and sustain social value (not just private value),
- Recognizing and relentlessly pursuing new opportunities to serve that mission,
- Engaging in a process of continuous innovation, adaptation, and learning,
- Acting boldly without being limited by resources currently in hand, and
- Exhibiting heightened accountability to the constituencies served and for the outcomes created.

--Dees, J. Gregory. (1998). "The Meaning Of Social Entrepreneurship."

These two courses provide a comprehensive nine-month long practical learning experience in the field of social entrepreneurship. The student learning objectives track with Santa Clara University's undergraduate core curriculum goals of knowledge, habits of mind and heart, and engagement with the world.

**Goal 1:** Santa Clara University will transform students' lives through a personalized Jesuit education that integrates rigorous study with high-impact experiential learning.

Objectives include:

- a. Impart a rigorous, contemporary education that fosters critical, creative, and reflective thinking; complex problem solving; excellent communication skills; and the application of knowledge for the betterment of society.
- b. Expand opportunities for students to deepen their intellectual pursuits through research, creative expression in the arts, international study programs, internships, capstone experiences, senior design projects, and other high-impact forms of experiential learning.

**Goal 2:** Santa Clara University will cultivate within its students the knowledge, skills, ethical reasoning, global perspective, and desire to help fashion a more humane, just, and sustainable world. Objectives include:

- a. Prepare students to evaluate and confront ethical dilemmas in their personal and professional lives, and galvanize students to work toward the promotion of justice.
- b. Assist students in their vocational discernment as they develop post-college career plans that align with their talents, passion, and values.
- c. Introduce students to the gritty reality of our globalizing world through innovative instruction, immersive programs, and reflection.

**Goal 3:** Santa Clara University will build on its academic programs and linkages within Silicon Valley to become one of the top educational institutions advancing technological innovation and entrepreneurship in service of humanity. Objectives include:

- a. Strengthen the departments, schools, centers, and Silicon Valley partnerships that are critical to expanding Santa Clara's efforts in entrepreneurship and technological innovation.
- b. Promote an entrepreneurial mindset throughout relevant academic programs by emphasizing avenues where novel ventures can generate social benefit while advancing prosperity.
- c. Create and sustain a multidisciplinary collaborative space—virtual and physical—that stimulates and supports students, faculty, staff, and external partners engaging in technological innovation and entrepreneurial ventures.
- d. Establish a global network of Jesuit universities and mission-aligned institutions to serve as incubators and accelerators for supporting scalable, social enterprises worldwide.

### **KEY DIGITAL RESOURCES FOR ELSJ 134**

Global Social Benefit Fellowship webpage

<http://globalsocialbenefit.institute/education.html#intro>

Miller Center webpage [www.scu.edu/millercenter](http://www.scu.edu/millercenter)

Playlist of 2015 GSBI Accelerator

<https://www.youtube.com/watch?v=p5LCrlav2oY&list=PLTFApFZek1zqSysgrjuUGxo-QZHM-f2MG>

GSBI Accelerator participants 2015 <http://www.scu-social-entrepreneurship.org/gsbi-accelerator/>

Dedicated SCU Library Portal <http://libguides.scu.edu/gsbfellows>

# STUDENT WORK FOR ELSJ 134

## **ELSJ 134: Seminar in social entrepreneurship**

There are three parts of the spring course:

1. Understanding the context of your action research project (roughly March 30 – April 13)
2. Analyzing the social entrepreneurship strategies of your host enterprise (roughly April 18 - May 9)
3. Collaboratively creating a team-specific field research plan (roughly May 11 - June 6).

There are two or three assignments for each part. Note that, as part of the fellowship, these assignments will be shared with collaborators, such as faculty mentors, and your social enterprise hosts. All work will be submitted using the unique email for submission of documents (.doc or .pdf), or if a webpage URL, through a Slack direct channel to Keith. These assignments will be submitted as an individual, or written with your team in a coordinated fashion and submitted together (with specific components identified by author), or written as one integrated project and submitted as team.

### **1. *Understanding the context of your action research project***

- a. First vocational reflection essay: introduce yourself to your team (including your GSBI mentors, faculty mentors, and social enterprise hosts). You will write this on WordPress and submit via Slack. Individual.
- b. Outline the country context of your host social enterprise's work. Gather relevant data on the country where you will do field work, with particular attention to prior efforts to foster socially just economic development. Coordinated.

### **2. *Analyzing the social entrepreneurship strategies of your host enterprise.***

- a. A comparative analysis of two (or three) other social enterprises -- and their business models operating in the same sector (but not your host enterprise). You will be assigned one case study, and each student on your team will select another, and conduct a comparison. Coordinated.
- b. Recreate the business model canvas of your enterprise host. Prepare this and share it you're your enterprise host, and gain critical feedback through a conversation with your host entrepreneur or GSBI mentor (or former GSBI!), and report their feedback. What did you get right? What did you get wrong, and why? What did you learn from this? If the entrepreneur or GSBI mentor is hard to reach, keep Keith informed, and ask for an extension. Integrated.

### **3. *Collaboratively creating a team-specific field research plan***

- a. Team annotated bibliography to provide context for understanding your field placement and research, and to inform your research write up in the fall. You must, as a team, schedule a consult with a reference librarian. Coordinated.
- b. A description of methods for gathering data for your research project. Coordinated.
- c. Full interdisciplinary action research plan. This will integrate many different elements of the work throughout the quarter. You will share a portion of this with your host enterprise to organize your in-country work plan and itinerary. Collaborative.

<b>Assignments for ELSJ 134, Spring Seminar</b>	<b>Pages</b>	<b>Due</b>	<b>% age</b>
First vocational reflection essay: introduce yourself to your team and social enterprise hosts. Individual.	Word Press	12 April	10
Outline the country context of your host social enterprise's work. Coordinated.	5-9	21 April	5
Comparative analysis of social enterprise business models. Coordinated.	12-18	3 May	25
Business model canvas of your enterprise host. Integrated.	3	10 May	10
Team annotated bibliography (you must meet with a reference librarian). Coordinated.	6-10	19 May	10
A description of methods for gathering data. Coordinated.	6-10	26 May	10
Full interdisciplinary action research plan. Integrated.	25-35	3 June	30
TOTAL			100

Page numbers are for *single spaced* pages submitted by the team. Coordinated submissions should have sections written by individuals identified, and sections that are jointly written identified. Submit all work by 11.59 pm to [upload.Student.h2evol9a3l@u.box.com](mailto:upload.Student.h2evol9a3l@u.box.com)

Note that ONLY attachments will be received – do not include messages in the body of emails sent to this address.

### **Required texts for all fellows**

GBB= Martin, R. and Osberg, S., 2015. Getting Beyond Better: How Social Entrepreneurship Works. Harvard Business Review Press. *Explains how social entrepreneurs create the conditions for broad shifts in the status quo.*

PE=Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. Public Affairs. *This book provides an excellent analysis of the economic life of the poor in the developing world, using randomized control trials to explain why some initiatives have lifted people out of poverty, and why others have not. This book will help you appreciate the economic realities of the people GSBI social enterprises serve.*

BOPP= London, T., 2016. The Base of the Pyramid Promise: Building Businesses with Impact and Scale. Stanford University Press. *A pioneer in the Base of Pyramid market concept, London offers guidance to the creation of client-responsive impact enterprises in the developing world.*

### **Books assigned to specific teams**

For ONergy, Solar Sister, Ilumexico, and Empower Generation teams: Wimmer, Nancy. 2012. Green Energy for a Billion Poor: How Grameen Shakti Created a Winning Model for Social Business: MCRE Verlag UG. *This book explains the working model of the most successful distributed solar energy social enterprise in the world. Other enterprises are trying to implement elements of this model.*

For the Banapads, Rangсутra, Empower Generation, and Nazava teams: Kristof, Nicholas D, and Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*: Knopf. *Provides a very moving, even disturbing, analysis of the causes and consequences of violence and discrimination against women worldwide, and positive actions that can remedy this.*

For ASDENIC, Nazava, ONergy, Solar Sister, Ilumexico, and Empower Generation teams: Hallegatte, Stephane; Bangalore, Mook; Bonzanigo, Laura; Fay, Marianne; Kane, Tamaro; Narloch, Ulf; Rozenberg, Julie; Treguer, David; Vogt-Schilb, Adrien. 2016. *Shock Waves: Managing the Impacts of Climate Change on Poverty*. Climate Change and Development. Washington, DC: World Bank. Available at <https://openknowledge.worldbank.org/handle/10986/22787>. *Analyzes the broad scale effects of climate disruption on efforts to eradicate poverty, and proposes an integrated solution framework.*

**A digital reader** <https://csts.box.com/s/de4l7kuc9amt3nhl2xzf>

Two handouts about the UN on the Millennium Development Goals

Dees, J. Gregory. (1998). "The Meaning Of Social Entrepreneurship." Page 4.

<https://csistg>.

[gsb.stanford.edu/sites/csi.gsb.stanford.edu/files/TheMeaningofsocialEntrepreneurship.pdf](https://gsb.stanford.edu/sites/csi.gsb.stanford.edu/files/TheMeaningofsocialEntrepreneurship.pdf). Accessed March 23, 2015.

Martin, Roger L., and Sally Osberg. 2007. "Social entrepreneurship: the case for definition." *Stanford Social Innovation Review* 5.2: 27-39.

Sachs, J. D. (2005). Can Extreme Poverty Be Eliminated? *Scientific American*, 293(3), 56-65.

Lieberman, Andrew, Pamela Roussos, and Keith Douglass Warner. *The GSBI Methodology for Social Entrepreneurship: Lessons from 12 Years of Capacity Development with 365 Social Enterprises*. Miller Center for Social Entrepreneurship.

Warner, Keith Douglass. 2016. *Action Research For Social Entrepreneurship*. Miller Center for Social Entrepreneurship.

Koh, Harvey, Ashish Karamchandani and Robert Katz. 2012. From Blueprint to Scale The Case for Philanthropy in Impact Investing. Pages 2-29.

Sovacool, B.K. and Dworkin, M., 2012. Overcoming the global injustices of energy poverty. *Environment: Science and Policy for Sustainable Development*, 54(5), pp.14-28.

Yunus, M. 2008. Creating a World Without Poverty: Social Business and the Future of Capitalism (book excerpt taken from *Global Urban Development Magazine*) 4(2), 16-41.

Osterwalder, Alexander and Yves Pigneur. 2010. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley. Pages 14-54.

Hystra. 2013. *Marketing Innovative Devices for the Base of the Pyramid*. Pages 2-20.

McCreless, Michael, and Brian Trelstad. 2012. A GPS for Social Impact. *Stanford Social Innovation Review*. 21-22.

Chipchase, Jan and Panthea Lee. 2011. Mobile Money: Afghanistan. *Innovations* 6: 2 13-33.

Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. *Writing Ethnographic Fieldnotes*. University of Chicago Press. Selections.

- Golla, A.M., Malhotra, A., Nanda, P. and Mehra, R., 2011. Understanding and Measuring Women's Economic Empowerment. International Center for Research on Women.
- Escobedo, C., Guerrero, J., Lujan, G., Ramirez, A. and Serrano, D., 2007. Ethical issues with informed consent. *E-Zine Journal: Youth Scientists and the Ethics of Current Science*, 1-8.

## CLASS SCHEDULE AND ASSIGNED READINGS

### **Part I. Understanding the context of your action research project**

To read before the start of the quarter:

GBB: Martin, R. and Osberg, S., 2015. *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.

1a. March 28. No class – academic holiday. Get started on the readings for Wednesday!

1b. March 30. The fellowship, its components and context.

Martin, Roger L., and Sally Osberg. 2007. "Social entrepreneurship: the case for definition." *Stanford Social Innovation Review* 5.2: 27-39.

Sachs, J. D. (2005). Can Extreme Poverty Be Eliminated? *Scientific American*, 293(3), 56-65.

Lieberman, Andrew, Pamela Roussos, and Keith Douglass Warner. *The GSBI Methodology for Social Entrepreneurship: Lessons from 12 Years of Capacity Development with 365 Social Enterprises*. Miller Center for Social Entrepreneurship.

Warner, Keith Douglass. 2016. *Action Research For Social Entrepreneurship*. Miller Center for Social Entrepreneurship.

2a. April 4. What is development?

Yunus, Muhammad. 2006. The Nobel Peace Prize Lecture.

[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/2006/yunus-lecture-en.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/2006/yunus-lecture-en.html)

MDGs at a Glance. Handout, in reader.

Overview of MDGs. Handout, in reader.

Harvey Koh, Ashish Karamchandani and Robert Katz. 2012. *From Blueprint to Scale The Case for Philanthropy in Impact Investing*. Pages 2-29.

Sovacool, B.K. and Dworkin, M., 2012. Overcoming the global injustices of energy poverty. *Environment: Science and Policy for Sustainable Development*, 54(5), pp.14-28.

Introduce Myers Briggs Type Indicator

\*\*\*NOTE: Photos and travel orientation after class led by Spencer for several hours!\*\*\*

2b. April 6. Dynamics of poverty and development.

PE 1, 2

VIDEO: Watch a couple of presentations by Dambisa Moyo on aid to Africa  
<https://www.youtube.com/playlist?list=PLE327717CA0322879>

3a. April 11. Alternative strategies for development, Jesuit education, and the vocation of social entrepreneurship.

Yunus, M. 2008. Creating a World Without Poverty: Social Business and the Future of Capitalism (book excerpt taken from *Global Urban Development Magazine*) 4(2), 16-41.

Neafsey, J. (2006). A Sacred Voice Is Calling: Personal Vocation and Social Conscience. Orbis Books. Chapter 1.

BOPP Introduction.

>>>> Discuss teamwork implications of MBTI

3b. April 13. Behavioral economics in the BOP

Guest: Nicole Branch, our reference librarian, introduces resources for Country Context paper.

VIDEO: Watch Esther Duflo on TED <https://www.youtube.com/watch?v=0zvrGiPkVcs>

>>>group presentations on PE 6, 7, 8, 9

OPTIONAL VIDEO: Watch Esther Duflo present (1 hour and 29 minutes)

<https://www.youtube.com/watch?v=4vzvSaDIhyM>

## **Part II. Analyzing the social entrepreneurship strategies of your host enterprise**

4a. April 18. Understanding social entrepreneurship as a social change strategy  
BOPP 1, 2

4b. April 20. Essential distinguishing features of social entrepreneurship.  
BOPP 3

>>>Resources: discuss the application of “Diagnostic Questions” to your assigned case study.

5a. April 25. Meet in Miller Center Room 109.

>>>Resources: sketch out the “Logic Model” to your assigned case study, on boards.

5b. April 27. Analyzing business models systematically.

Osterwalder, Alexander and Yves Pigneur. 2009. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Self-published. Pages 14-54.

VIDEO: Business Model Canvas Explained

<https://www.youtube.com/watch?v=QoAOzMTLP5s>

6a. May 2.

Hystra. 2013. Marketing Innovative Devices for the Base of the Pyramid.

>>>>Class presentations on business models of assigned case studies

OPTIONAL guest lecture 6pm. Bruce Wydick “Evaluating Compassion: What Really Works to Help Those in Poverty?” Hosted by Michael Kevane. Forbes Room, Lucas 126.

6a. May 4. Nicole Branch on bibliographies  
More on measuring social impact in social entrepreneurship.  
McCreless, Michael, and Brian Trelstad. 2012. A GPS for Social Impact. *Stanford Social Innovation Review*. 21-22.

7a. May 9.

BOPP 4

>>>>Class presentations on business model of your host enterprise.

### **Part III. Collaboratively creating a team-specific field research plan**

7b. May 11. Gathering data in the field.

Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. *Writing Ethnographic Fieldnotes*: University of Chicago Press. Selections.

Chipchase, Jan and Panthea Lee. 2011. Mobile Money: Afghanistan. *Innovations* 6: 2 13-33.

8a. May 16. Benson Parlors B&C. Methodology Planning Clinic with research librarians and faculty research mentors.

8b. May 18. Women Rising, and working within sectors

Golla, A.M., Malhotra, A., Nanda, P. and Mehra, R., 2011. Understanding and Measuring Women's Economic Empowerment. International Center for Research on Women.

>>>>Class presentations on PE 3 (health), 4 (education) and 5 (fertility, family planning and gender)

9a. May 23. Ethical issues in field research.

BOPP 5

Escobedo, C., Guerrero, J., Lujan, G., Ramirez, A. and Serrano, D., 2007. Ethical issues with informed consent. *E-Zine Journal: Youth Scientists and the Ethics of Current Science*, 1-8.

Elizabeth Hoeffcker Moreno, Kendra Leith, Kim Wilson. 2015. *The Lean Research Framework Principles for Human-Centered Field Research*. MIT.

>>>Resources: prepare to practice pitch.

9b. May 25. Research with a Mission Open House (please invite your family and friends!) 2:15-4:15 pm in Locatelli Center, followed by class in regular classroom 4:45-5:15.

10a. May 30. MEMORIAL DAY NO CLASS

10b. June 1. Guest lecture: Michael Whalen

BOPP 7