



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)

Keith Douglass Warner OFM and Thane Kreiner

Miller Center for Social Entrepreneurship

These two courses provide a comprehensive nine-month long practical learning experience in the field of social entrepreneurship. This program is designed to immerse fellows in the social enterprise movement – and the mission, vision, and values of Santa Clara University.

The Dees definition of 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."

Santa Clara University's mission and vision are supported by seven core values

that reflect the foundation of a Jesuit, Catholic education. The University's strategic focus evolves over time, but enduring principles continue to permeate our sense of who we are, what we do, and how we accomplish our goals.

Mission. The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world.

Vision, Santa Clara University will educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.

Fundamental Values. The University is committed to these core values, which guide us in carrying out our mission and realizing our vision:

1. **Academic Excellence.** We seek an uncompromising standard of excellence in teaching, learning, creativity, and scholarship within and across disciplines.
2. **Search for Truth, Goodness, and Beauty.** We prize scholarship and creative work that advance human understanding, improve teaching and learning, and add to the betterment of society by illuminating the most significant problems of the day and exploring the enduring mysteries of life. In this search, our commitment to academic freedom is unwavering.
3. **Engaged Learning.** We strive to integrate academic reflection and direct experience in the classroom and the community, especially to understand and improve the lives of those with the least education, power, and wealth.
4. **Commitment to Students.** As teachers and scholars, mentors and facilitators, we endeavor to educate the whole person. We nurture and challenge students—intellectually, spiritually, aesthetically, morally, socially, and physically—preparing them for leadership and service to the common good in their professional, civic, and personal lives.
5. **Service to Others.** We promote throughout the University a culture of service—service not only to those who study and work at Santa Clara but also to society in general and to its most disadvantaged members as we work with and for others to build a more humane, just, faith-filled, and sustainable world.
6. **Community and Diversity.** We cherish our diverse and inclusive community of students, faculty, staff, administrators, and alumni, a community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by open communication, and caring and just toward others.
7. **Jesuit Distinctiveness.** We treasure our Jesuit heritage and tradition, which incorporates all of these core values. This tradition gives expression to our Jesuit educational mission and Catholic identity while also welcoming and respecting other religious and philosophical traditions, promoting the dialogue between faith and culture, and valuing opportunities to deepen religious beliefs.

KEY DIGITAL RESOURCES FOR ELSJ 134

Electronic reader <https://millercenter.box.com/s/at4335lxkh4n9ggtzoa69phimu4qvcz>

Eric Carlson and James L. Koch. In preparation. Building a Successful Social Venture. *This book was written by two of the founders of GSBI and will give you greater insight into the GSBI method as a social enterprise acceleration strategy. The authors wish to sell rights to a publisher, and thus they cannot give it away. Please purchase at study.net for \$20* http://www.study.net/r_mat.asp?crs_id=30108378

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

GSBF google folder with assignment prompts, team research folders, and case studies

https://drive.google.com/drive/folders/0B2jyM_qaYLZ1RklqNW1yOGE3N2s?usp=sharing

Unique email for submission of all work in .doc or .docx (only): send as attachment to the student in-box folder in the cloud here Student.og75rjc7l9s4xbr1@u.box.com and copy yourself. Documents must be submitted as attachments. Always, always, always keep a back up copy by cc-ing yourself.

GSBI Accelerator participants 2017 (scroll down) <http://www.scu-social-entrepreneurship.org/gsbi-accelerator/>

For teams working with social enterprises using mobile technology, the following is also required preparatory reading <http://www.donorscharter.org/resources/USAID-Mobile-Development-Handbook.pdf>

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 April 3-18)
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 10 - June 9).

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 your URL 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 GSBF!), and report their feedback. 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.

| Assignments for ELSJ 134, Spring Seminar | Pages | Due | % age |
|---|------------|----------|-------|
| First vocational reflection essay: introduce yourself to your team and social enterprise hosts. Individual. | Word Press | 18 April | 10 |
| Outline the country context of your host social enterprise's work. Coordinated. | 5-9 | 20 April | 5 |
| Comparative analysis of social enterprise business models. Coordinated. | 12-18 | 4 May | 25 |
| Business model canvas of your enterprise host. Integrated. | 3 | 9 May | 10 |
| Team annotated bibliography (you must meet with a reference librarian). Coordinated. | 6-10 | 18 May | 10 |
| A description of methods for gathering data. Coordinated. | 6-10 | 25 June | 10 |
| Full interdisciplinary action research plan. Integrated. | 25-35 | 8 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.

All of the assignments are due electronically at 11.59pm. There are two modes of submission. If you are submitting a document:

- You may format in Word, only. I do not accept googledocs or pdfs.
- Name the file according to the following guideline:
Year.Course#.Assignment#.Surname For example, 16.20.1.Warner
- Email this as a doc or pdf attachment to the student in-box folder in the cloud here Student.og75rjc7l9s4xbr1@u.box.com and copy yourself. Documents must be submitted as attachments. Always, always, always cc yourself.

If you are submitting a webpage, please send Keith the URL by Slack.

REQUIRED TEXTS

- 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 social 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.*
- BSV=Eric Carlson and James L. Koch. In preparation. Building a Successful Social Venture. *This book was written by two of the founders of GSBI and will give you greater insight into the GSBI method as a social enterprise acceleration strategy. The authors wish to sell rights to a publisher, and thus they cannot give it away. Please purchase at study.net for \$20 http://www.study.net/r_mat.asp?crs_id=30108378*

Digital reader for ELSJ 134-Spring 2017

- United Nations. 2016. The Sustainable Development Goals Report 2016.
- Warner, K. 2016. A Holistic Vision Of Human Flourishing. Health Progress. May-June. Pages 15-18.
- United Nations. 2015. Millennium Development Goals: At a Glance
- Golla, A.M., Malhotra, A., Nanda, P. and Mehra, R., 2011. Understanding and Measuring Women's Economic Empowerment. International Center for Research on Women.
- United Nations. 2016. Women and the Sustainable Development Goals.
- Neafsey, J. (2006). A Sacred Voice Is Calling: Personal Vocation and Social Conscience. Orbis Books. Chapter 1.
- Valentine, Gerry. 2016. Do you know how your business actually creates value? Conscious Company.
- Osterwalder, Alexander and Yves Pigneur. 2009. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Self-published. Pages 14-54.
- Gray, Leslie, Alaina Boyle, and Victoria Yu. 2017. Turning on the Lights: Transcending Energy Poverty Through the Power of Women Entrepreneurs. Miller Center for Social Entrepreneurship.
- McCreless, Michael, and Brian Trelstad. 2012. A GPS for Social Impact. *Stanford Social Innovation Review*. 21-22.
- Mair, Johanna and Christian Seelos. 2017. Water is Power. In Impact India. *Stanford Social Innovation Review*. Special issue pages 24-29.
- Glinski, Allison M., and others. 2016. Women and Social Enterprises: How Gender Integration Can Boost Entrepreneurial Solutions to Poverty. Acumen and ICRW. Read pages 8-12 and 38-45.
- 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.

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.

CLASS SCHEDULE AND ASSIGNED READINGS

Part I. Understanding the context of your action research project

1a. April 3. The fellowship, its components and context.

GBB Introduction and 1

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

http://www.nobelprize.org/nobel_prizes/peace/laureates/2006/yunus-lecture-en.html

United Nations. 2016. The Sustainable Development Goals Report 2016. *Read carefully 3-11 and then the section on the goal closely aligned with the mission of your host.*

Warner, K. 2016. A Holistic Vision Of Human Flourishing. *Health Progress*. May-June. Pages 15-18.

1b. April 5. What is development?

BSV Preface and 1

United Nations. 2015. Millennium Development Goals: At a Glance

>>>> Introduce Myers Briggs Type Indicator

2a. April 10. Behavioral economics in the Base of the Pyramid market

PE 1

BSV 2

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

United Nations. 2016. Women and the Sustainable Development Goals.

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

2b. April 12. Alternative strategies for development, and the vocation of social entrepreneurship

GBB 2

BSV 3

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

>>>> Discuss implications of your MBTI for fellowship

3a. April 17.

Guest: Nicole Branch, our reference librarian, introduces resources

>>> Poor Economics presentations by teams on PE 6, 7, 8, 9

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

3b. April 19. Social entrepreneurship as a social change strategy

BSV 4

GBB 3

>>> Identify mission, vision and value proposition for your assigned case study and host enterprise

4a. April 24. How business models create social value

BSV 7, 9

GBB 4

Valentine, Gerry. 2016. Do you know how your business actually creates value? Conscious Company.

>>> Draw the "Logic Model" for your assigned case study and host enterprise

4b. April 26. Using the business model canvas as analytical tool

GBB 5

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>

5a. May 1. Target markets and value chains

BSV 5, 6

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

Tuesday, May 2, 2017, from 4:00-5:15 p.m.

>>>> Spring 2017 Bannan Memorial Lecture, "The Margins and Morals of Poverty and Prosperity" with Nicholas Santos, S.J., Assistant Professor of Marketing in the School of Business at Marquette University. His presentation is titled: "[The Margins and Morals of Poverty and Prosperity](#)".

5b. May 3.

BSV 8

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

6a. May 8.

>>>> Poor Economics presentations by teams: on PE 2 (food and nutrition) PE 3 (health), 4 (education) and 5 (fertility, family planning and gender)

6b. May 10. Keith and Thane away -- at Miller Center retreat with Advisory Board Katharine Sherwin on MBTI and teamwork, and Spencer on team building

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

7a. May 15. Measuring social impact

BSV 10

Gray, Leslie, Alaina Boyle, and Victoria Yu. 2017. Turning on the Lights: Transcending Energy Poverty Through the Power of Women Entrepreneurs. Miller Center for Social Entrepreneurship.

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

Mair, Johanna and Christian Seelos. 2017. Water is Power. In Impact India. Stanford Social Innovation Review. Special issue pages 24-29.

7b. May 17. Gathering data in the field.

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

Gliniski, Allison M., and others. 2016. Women and Social Enterprises: How Gender Integration Can Boost Entrepreneurial Solutions to Poverty. Acumen and ICRW. Read pages 8-12 and 38-45.

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

>>>Describe your research methodologies to prepare for the clinic

8a. May 22. Methodology Planning Clinic with research mentors.

8b. May 24. 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.

GBB 6

9a. May 29. MEMORIAL DAY NO CLASS

9b. May 31. Ethical issues in field research.

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

>>>Identify important ethical issues at your research site.

10a. June 5. BSV 12

10b. June 7.