

ENT 627

Introduction to Social Entrepreneurship Winter 2023

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Office Hours: 2-3 PM Mondays and Wednesdays on Google Meet

Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.

We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.



Social Entrepreneurship and Changemaking

ENT 627 – Winter 2023

Course information

This course is designed for students who wish to start-up a social enterprise or want to assess the potential for their idea. It will help the student to understand the decisions and choices they must make and the information and support they will need.

Calendar course description

This experiential learning course empowers students currently engaged within a social entrepreneurship or changemaking project with additional educational content and coaching. Students form multi-disciplinary teams to empower others through the positive power of entrepreneurship.

Course overview

Short assignments—You will complete short assignments that build your expertise in the creation of a social enterprise. These will provide you with the tools to analyze an organization and will help you to design and eventually build your own.

Team Project – With your group, you will identify an opportunity to make change using a social enterprise. Using the format of the weekly assignments, you will build the components of a business plan. This plan may be the basis of a future start-up.

Individual Business Plan – you will research an operating social enterprise. Students will select a social enterprise to understand clearly and in detail using the course concepts. Students will use a diverse set of data to analyze and report on the enterprise. You may use video and other media to present their results to the class.

It is intended that this course will help you acquire and practice the key skills and competencies required to be a social entrepreneur.

Course goals

By the end of the course, students will be able to:

- explain the field of social entrepreneurship to someone unfamiliar with it,
- appraise challenges facing social entrepreneurs and strategies to resolve them,
- identify a social venture, explore and research their business and write a case study,
- Write and revise a business plan for a social venture.

What students will get out of this course

More self-confidence about creating or working with a social enterprise. A deeper understanding of the potential and the reality of social entrepreneurship.

What students can get out of this course

The course will assist in the creation of new social enterprises and encourage the aspirations of students considering such a move. **Students will be required to develop a business plan.** You will have a chance to explore and examine a new idea of your own.

Required texts:

Chahine, Teresa. *Introduction to Social Entrepreneurship*. 2022. CRC Press.

Shaw, Madeleine. *The Greater Good: Social Entrepreneurship for Everyday People Who Want to Change the World*. LIFETREE, 2021.

Your role in the class:

Social Entrepreneurship will be taught in a three-hour format. Students are expected to come to class with both the textbook and the supplemental readings done.

Students should come to class prepared to engage in class discussions and in group sessions.

Case/Assignment Submissions:

All written assignments must be submitted to **turnitin.com**, using the Assignment Drop Box on D2L. The assignment due dates are identified in the course outline. The assignments must be submitted to turnitin.com no later than 11:30 PM the night before the assignment is due. For example, if an assignment is due in class 5, then it must be submitted to turnitin no later than 11:30 PM the night before class 5. Students must save the turnitin receipt if there are any problems later. A group peer evaluation will also have to be submitted in class for all group assignments. The group assignment will not be accepted if the peer evaluation isn't submitted. A late submission will be penalized one letter grade per day (e.g., "B+" becomes "C+" in the first 24 hours after the deadline, becomes "D+" in the next 24 hours, and becomes "F" thereafter - "late" is defined as one minute after the deadline).

Evaluation:

	Type	Format	Description	Due date	% of course grade
1. Case report on a social enterprise	Individual	10 pp paper-2500 words	identify, analyse and report on a social enterprise	Week 12	25%
2. Weekly reflections	Individual	Written submissions 250 words	Reflect on the topic of the week	Weeks 2-11	25%
2.a. Social enterprise business plan	Group	Two submissions	Update on group work - presentation to the class	Weeks 4, 7	15% (2x7.5%)
2.b. Social enterprise business plan	Group	Business plan	Submit a business plan using material from the class, the presentations and independent research	Week 10	15%
3. Participation	Individual	Weekly attendance and class contribution	Attendance and well informed participation in class discussion	Weekly	20%

INDIVIDUAL PROJECT

You will use both interviews and archival research (secondary resources from library, magazine, Internet) to present an analysis of a social enterprise in which you are interested. This is a 10 page assignment; format should follow font size 12, double spaced and one inch margin surround rules.

You will use concepts from class lectures and readings. What strategies did this team use? Were they effective or not? At the end of the report, you will make a recommendation re who should invest in it and why, and where they should consider advancing their goals.

Technology Usage & Limits:

Any communications with the instructor must be through your Ryerson mail account for privacy reasons. The instructor will not respond to non-Ryerson emails.

Do not email your instructor with questions that are already addressed in this syllabus; students are expected to be aware of all this information. Laptops are permitted only for taking notes; if students want to use their laptops for other purposes, do so outside of the classroom. Students may not make recordings in the classroom and may not use the materials posted on D2L for any purpose unrelated to this course without written permission of the instructor.

Assignments and Grading:

TEACHING METHODS

You are required to comply with all University policies and guidance regarding the professional and ethical treatment of your site company, including but not limited to:

- Informed consent of human subjects, and
- Confidentiality of information and intellectual property.

Failure to uphold relevant policies in this regard will result in very serious academic consequences.

ADDITIONAL COMMENTS:

- Professional communication is strictly enforced; poorly written emails or assignments may be discarded and/or receive a grade of zero.
- Professional behaviour during class is strictly enforced; you are not allowed to use notebooks or mobile devices during class (unless you require this due to a disability and have a letter from the Access Centre). You are expected to arrive on time for class and attend all classes. Missing three (3) or more classes during a semester, without permission, will result in failure of the course.
- All discussions in this class are considered to be confidential and students agree to sign bilateral non-disclosure agreements.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

POLICIES AND COURSE PRACTICES

Posting of Grades and Feedback on Work: The professor will provide detailed feedback and suggestions for improvement during each presentation. All assignments will be delivered by dropbox on D2L.

E-mail Communication: Students must use the e-mail address listed above to communicate with the instructor. Students are required to activate and maintain a Ryerson Matrix e-mail account. This shall be the official means by which you will receive university communications. Faculty will not respond to student enquiries from any other e-mail address. See Pol# 157 found at www.ryerson.ca/senate/policies/ for further information on this issue.

Technology

Students are required to have equipment that meets Ryerson University's minimum technology requirement for remote learning. Details can be found at: <https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning/>

Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their Ryerson Matrix email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).

- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- Students are encouraged to employ a virtual background for presentations, and to become familiar with the how Zoom works.
- Students are expected to be present and attentive during the class time.
- Students must be prepared to participate in activities by using breakout rooms during class, with the expectation that the instructor and/or a Teaching Assistant may visit the breakout room during exercises.
- Should there be technical issues with Zoom that prevent the class from continuing, your instructor will post a link to a Google Meets call in the announcements section of D2L.

Course Management

- Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation, in class and through an announcement on D2L.
- Students are encouraged to review the Ryerson Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Ryerson undergraduate courses. For more detailed information refer to Policy #145: Course Management Policy at www.ryerson.ca/senate/policies/.
- All communication about the course or material related to the course will be posted on the D2L course site. In addition, all student study resources can be accessed through D2L. Students are expected to check the site regularly for updates.

Professionalism

Your participation in the external practicum components of this course reflect on the professionalism and reputation of you, your group members, this course and program, and Ryerson University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. Unprofessional behaviour will result in a grade of F in this course, your individual component grades notwithstanding. For the purposes of this course, unprofessional behaviour includes, but is not limited to, any of:

- Missing client meetings without giving reasonable notice and reason.
- Missing instructor meetings without giving reasonable notice and reason.

- Not participating in group efforts, as evidenced by a failing Group Development Report mark from a majority of your fellow group members.

Academic Consideration

- Students must submit assignments on time. Failure to do so will result in a penalty of 25% per day including weekend. There will be no penalty for work missed for a JUSTIFIABLE REASON.
- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.
- Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and submit it to their own program office:
- http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf
- In addition, the following procedures must be followed:
 - **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) **to their program office** within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam.
 - **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations, within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
 - **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student's program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.
 - **Students with disabilities** - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with the Access Centre and what accommodations are required.

- **Regrading or recalculation** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.
- **If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.**

For more detailed information on these issues, please refer to Senate Policy 134 (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.

Academic Integrity

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors' approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at www.ryerson.ca/academicintegrity for more detail and to refer to Policy #60: Student Code of Academic Conduct at www.ryerson.ca/senate/policies/.
- **ASSIGNMENT CAVEAT:** The essay **MUST** be a product of the students' original work and effort and not and not previously or concurrently been written or presented as part of any other course taken at Ryerson or elsewhere. If it is not, then a grade of zero will be given (even retroactively) and it will be construed and recorded as academic misconduct in the student's file.

NOTE: Students agree that by taking this course all assignments **may** be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the terms of the use agreement posted on the Turnitin.com site.

- All assignments must include footnotes and other relevant citations in the proper academic form.
- Group members will be responsible for ensuring that the entire submission is properly quoted and cited.

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Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all

email communication. *Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment.*

- You are encouraged to obtain assistance from the Writing Centre (<http://www.ryerson.ca/writing-centre>) for help with your written communications as needed. (See the Ryerson Library for APA style guide references: <http://www.ryerson.ca/library/ref/style.html>). *Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread.*

Maintaining a Professional Learning Environment

- Students shall not behave in disruptive ways that obstruct the learning, teaching and work environment.
- See Policy #61: Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/

Academic Grading Policy

- Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at www.ryerson.ca/senate/policies/. The grading system is summarized below:

<i>Definition</i>	<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage Range</i>
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49

COURSE SCHEDULE

	Week	Class/Topic	Assignment due	Students will be able to
1	Jan 16/18	Introduction to Social Entrepreneurship	<ul style="list-style-type: none"> • Purchase text • Read Ch. 1. • Exercise, p. 17 	<ul style="list-style-type: none"> • Explain core concepts. • Identify course requirements.
2	Jan 23/25	Defining and researching the challenge: <ul style="list-style-type: none"> • What social issue might you help solve? • Where can you get the data? • How to look at prior attempts to solve it 	<ul style="list-style-type: none"> • Read Ch. 2 • Exercise: What knowledge about social issues do you need? Where can you find it? 	<ul style="list-style-type: none"> • Locate data relevant to social enterprises and recognize social problems. • Understand what social and community organizations do.
3	Jan 30/ Feb 1	Connecting with the community—Talking to people Impact gaps canvas Asset mapping	<ul style="list-style-type: none"> • Read Ch. 3 • Exercise, p. 89-90 	<ul style="list-style-type: none"> • Explain the roles of stakeholders, teams and collaborators • Recognize and describe an org’s capacity building functions
4	Feb 6/8	Ch 4 <ul style="list-style-type: none"> • Designing your solution • Design workshop 	<ul style="list-style-type: none"> • Read Ch. 4 • Exercise: p. 82 Sketch out your product or service. What is it? How will it work? What is your theory of change? 	<ul style="list-style-type: none"> • Appraise the use of user centred innovation and design • Assess compliance with Usability/AODA/Access principles • Articulate the key features of good planning
5	Feb 13/15	Ch 5—Designing your solution Customer persona Pitch Exercise	<ul style="list-style-type: none"> • Read Ch. 5 • Exercise, p. 105 	<ul style="list-style-type: none"> • Sketch a Business Model Canvas for a social enterprise • Analyze a market
6	Feb 27/ Mar 1	Ch 6 Measuring Outcomes	<ul style="list-style-type: none"> • Read Ch.6 • Exercise 	<ul style="list-style-type: none"> • Employ a Process map • Logical framework • Analyze the function of metrics vis a vis managers, investors and stakeholders
7	Mar 6/8	Ch 7 Revenue Models	<ul style="list-style-type: none"> • Read. Ch. 7 • Exercise 	Explain and evaluate financial issues, revenues, and risk
8	Mar 13/15	Ch 8 Funding	<ul style="list-style-type: none"> • Read Ch. 8 • Exercise. p. 172 Strategy 	Explain and evaluate financial issues, revenues, and risk
9	Mar 20/22	Ch 9 Pitching and Networking	<ul style="list-style-type: none"> • Read Ch. 9 • The plan and the pitch 	<ul style="list-style-type: none"> • Write and revise a plan and pitch

	Week	Class/Topic	Assignment due	Students will be able to
10	Mar 27/29	Ch 10 Organization	<ul style="list-style-type: none">• Read Ch. 10	<ul style="list-style-type: none">•
11	April 3/5	Ch 11 Building the organization and managing growth	<ul style="list-style-type: none">• Read Ch.11	<ul style="list-style-type: none">• Anticipate and plan for the problems of scale and growth
12	April 10/12	Final Group Pitches!		