

## BUS/ECON/SOC 203 – Intro to Social Business

### Course Syllabus

Instructor: Maria Ballesteros-Sola, MBA, Fulbright Scholar, Doctoral Candidate  
Class Meetings: Thursdays 9-11.50  
Office: SA 2016  
Office Hours: Thursdays 8- 9 a.m. or by appointment  
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*"There is certainly no conflict between the responsible pursuit of profit and the service of social goals [...]. The choice is yours."*  
M. Yunus

### Business Program Learning Goals (PLG)

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

### Catalogue Course Description

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models. This is a category D general education course.

### Student Learning Outcomes

Social business is a cause-driven business that uses market-based solutions to address social issues. It requires the convergence and adaptation of traditional fields of study. Due to the "under construction" nature of the subject I see this class as exploratory in nature and I envision myself as a facilitator to help you get a good understanding of the social business and social entrepreneurship concepts, challenges of their implementation, overlapping concepts and the global social business movement.

Students who successfully complete this course will be able to:

- Define the concept of Social Business. (PLG 1, 6)

- Identify the similarities and differences between Social Business, traditional business and other alternative business models, as well as key related concept such as Corporate Social Responsibility (CSR), Non-Profits' Earned Income Strategies (EIS) and Social Entrepreneurship. (PLG 1, 6)
- Describe the key elements of planning, financing and managing a Social Business. (PLG 1, 4, 6)
- Analyze the potential of Social Business to address social, economic, technological, cultural, political and environmental issues. (PLG 1, 2, 3, 6)
- Understand current affairs in the social business arena and the most successful social business case studies. (PLG 1, 2, 3, 6)
- Find and critically evaluate, and make use of appropriate and relevant information (PLG 1, 3):
  - o Access needed information and its source critically.
  - o Evaluate information and its source critically.
  - o Make use of appropriate and relevant information.

Other critical course objectives are team building, focused and precise writing, public speaking and presentation skills, and proficiency in Microsoft Power Point, Excel and Word or alternative Google Docs.

These objectives will be achieved through a mix of lectures and discussion, writing assignments, guest speakers and a term group project.

### Required materials

- **“Social Business: Theory, Practice, and Critical Perspectives”** – Grove & Berg (Editors), Springer (2014).
  - o Referred to as **“SBTPCP”** in the rest of the document.
  - o Free online copy available on CI Learn course page.
- **“Building Social Business”** - Yunus (2010), Public Affairs. NY.
  - o Referred to as **“BSB”** in the rest of this document.
- **“Creating a World without Poverty”** - Yunus (2007), Public Affairs. NY.
  - o Referred to as **“CWWP”** in the rest of this document.
- **“Student Guide to Social Business”** free on this link:
  - o <http://www.grameencreativelab.com/publications>
  - o Referred to as **“SGSB”** in the rest of this document.
- Additional readings as posted on CI Learn and handed out in the classroom.
- Key websites:
  - o [www.scoop.it/t/social-business-and-beyond](http://www.scoop.it/t/social-business-and-beyond)
  - o [www.socialbusiness.csuci.edu](http://www.socialbusiness.csuci.edu)
  - o [www.yunus.com](http://www.yunus.com)

- [www.grameencreativelab.org](http://www.grameencreativelab.org)
- [www.yunuscenter.org](http://www.yunuscenter.org)

### Optional readings

- **Poverty Reduction through Social Business? Lessons Learnt from Grameen Joint Ventures in Bangladesh**, K. Humberg (2011). Munich.
- **Grameen Shakti - Green Energy for a Billion Poor**, N. Wimmer
- **Conscious Capitalism**, Mackey & Sisodia (2013). HBR Press.
- **Tactics of Hope**, Wilford Welch (2008). Earth Aware, CA.
- **Enterprising Nonprofits**, Gregory Dees (2001). Wiley Nonprofit.
- **Journal of Social Business**
- **Stanford Social Innovation Review (SSIR)**
- **Harvard Business Review (HBR)**

**Prerequisites:** none

### Grading

Class Participation/ Summaries (individual)	100
Social Business in the News (individual)	30
Homework (individual, 30x4)	120
Mid-Term (individual)	150
Final Exam (individual)	275
Team Project (group/3 deliverables)	275
Journal (individual)	50
	1000

### Grading related issues

Final grade will be calculated on the weighted value of all components. Final grades will be given on the basis of the guidelines provided by school. The professor reserves the right to change the method for determining course evaluation at any time.

A+: 1000-980	A: 979-930	A-: 929-900
B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

General CSUCI policy on grades. (<http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf> )

A	Student performance has been outstanding and indicates an exceptional degree of
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	academic achievement in meeting learning outcomes and course requirements
B	Student performance has been at a high level and indicates solid academic achievement in meeting learning outcomes and course requirements
C	Student performance has been adequate and indicates satisfactory academic achievement in meeting learning outcomes and course requirements
D	Student performance has been less than adequate and indicates deficiencies in meeting the learning outcomes and/or course requirements
F	Student performance has been unacceptable and indicates a failure to meet the learning outcomes and/or course requirements

## Class participation and attendance

You are expected to come to class with the assigned readings completed and fully prepared to participate in the discussion. Remember that there is no formal textbook in this class so attendance becomes even more critical to achieve your learning goals.

Grading for this section will be based on **attendance, punctuality, preparedness, your contributions** toward advancing class discussion, and generally **fostering learning among peers**.

Being prepared to class is a critical factor of your learning. As part of the class participation you will submit a typed one- page (one side -12 point font) summary of the assigned readings for that day. Failure to submit this summary will reduce your class participation in 3 points per weekly summary. No late submissions.

Class participation<sup>1</sup> provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. Grade: 90-100

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and

<sup>1</sup> Note: I obtained these guidelines directly from Dr. Caserta at the IE Business School (source: Caserta, 2013 –

often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. Grade: 80

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Grade: 60

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Grade: 40

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable airtime would be saved. Grade: 20

Only one undocumented absence will be allowed during the semester. Each additional undocumented absence will result in a 10-point penalty deduction from your class participation final grade.

### **Homework**

Homework will be assigned during the semester and will be graded as pass or fail. Failure to submit a homework assignment will result in a 30-point penalty deduction from your homework grade (per missed assignment).

Homework will be uploaded to CI Learn the night **before class (11.59 pm)**. If you attach a file be sure to include your last name/class in the name of the file (for instance: BUS203\_smith\_HW1). If you are not attending the class, be sure you submit it via CI Learn **prior to the class**. No exceptions. **Late assignments are not accepted-**.

### **Exams & Quizzes**

The Mid-Term will serve as a check- up of your progress. Also, it will give you an idea of what to expect on the Final. The format will be a mix of multiple choice questions, topic questions and mini-case analysis. No make ups exams will be given.

Quizzes may be given randomly through the semester with or without notice. If you do not come to class that day your score will be 0.

## Journal – Self Reflection Analysis

Writing the Self Reflection Journal will help you to document your growing knowledge of social business and planning and your team project experience. I encourage you to write in your journal after each class, so the writing does not become a burden at the end of the semester.

The journal can be used to capture ideas about the social business model design that you are developing. You will also find it helpful for recording group dynamics, main obstacles found, interesting inputs from the guest speakers, etc.

It should become a personal lessons learned exercise that will help you to prepare for the Midterm and Final, and also in future projects.

I will be the only person who will read the journals. I expect you to be open, honest and provide constructive feedback about class materials and activities.

Journal entries will be submitted weekly on CI Learn before the beginning of the following week class. Only students with **12 entries** will be awarded full credit. No partial credit, no late submission.

## Team Project: The Social Business – Idea & Business Model

### Objective

The core objective is to propose a **realistic** (implementable) social business idea. Each team has to identify an existing social problem (local or global), propose a social new business (service or product) that can address it, and design a high level business model in order to move it from idea to reality.

Students are expected to have the hands-on experience that entrepreneurs go through, and to apply the learning and insights gained in the classroom. It gives you an opportunity to advance your understanding of social problems, to identify a viable solution, and to design a business model

The project can be focused on any kind of service or product for the consumer market. It can include both tangible and intangible components.

The project should be also used as an opportunity to build upon “soft” skills that will always be useful in different aspects of your future career, such as

- team building
- running effective meetings
- developing leadership skills
- using effective feedback
- presenting in public
- writing effectively but remember it is a business document!

I expect the students to work hard on the project, but also to have fun.

Team Size: Teams will be self-formed of 5 students per team. I will expect a page (hand-written or typed) from a representative of each team letting me know who is on the team. I reserve the right to make changes in the team compositions if there is not a good balance of backgrounds and skill sets amongst the teammates. International students should be equally distributed among teams.

### Deliverables

Deliverables will be submitted at the beginning of the class that they are due, except the team composition. Please submit printed documents with your names shown prominently.

Details of each deliverable will be provided in CI Learn at the beginning of the semester.

Team Project deliverables are identified on the Tentative Schedule Section in this syllabus with the initials **TP**. The Final Deliverable's grade will be adjusted based on peer-review.

	<b>Deliverables</b>	<b>Points</b>
0	<b>Team Proposal:</b> Team <b>members</b> & team <b>coordinator</b> (names, emails and phones). Get a catchy team name.	0
1.	<b>First Deliverable:</b> Detailed Social Issue Analysis, SB idea, Business Model Canvas (1 <sup>st</sup> draft) and Marketing elements <u>Max 5 pages</u> . Elevator Pitch – Use secondary sources.	50
2.	<b>Second Deliverable:</b> Business Model Canvas (2 <sup>nd</sup> draft) Operations & Finance <u>Max 5 pages</u> . Elevator Pitch	75
3.	<b>Final Report</b> (Executive Summary on PowerPoint + Word Document including reviewed Social Issue, complete Social Business Idea proposal). <u>Max 15 pages</u> .	150

### Final Presentation

The team will present their Executive Summary (Power Point) in front of the class on the day assigned. Oral presentation should no be longer than 15 minutes. All team members are expected to speak in the presentation. After the presentation a 5 minute Q&A will be opened.

### Final Report

The Final Report will include a Word document, no more than 15 pages (max.) plus the Executive Summary plus any additional exhibits.

### Peer-review

After the final presentation each team member will grade each of his/her team members in a scale from 0-100%. The objective is to evaluate your teammates' work. You will consider each of your teammate's efforts, commitment to the success of the project, and contribution to the final results, critical thinking, availability, dependability to get their work completed on time, assistance to other team members, conflict mediation and any other variables you believe were critical during the semester for a successful outcome. Your final grade for the Final Report will be adjusted with your peers' score.

### **Guest Speakers**

In order to achieve the objectives outlined early in the Syllabus, I have invited several accomplished speakers from different countries who will share their social and business experiences in each of their industries. The speakers have provided me with tentative dates. Final dates will be confirmed via CI Learn/ classroom well in advance. I expect the students to research the speaker's company or field ahead of time, and be able to formulate thoughtful questions that will enrich our learning.



The following schedule of assignments is subject to change with notice.

### TENTATIVE SCHEDULE

- **SBTPCP:** Social Business: Theory, Practice, and Critical Perspectives
- **BSB:** Building Social Business & **CWWP:** Creating a World Without Poverty – Yunus' **SGSB:** Student Guide to SB
- **HW:** Homework **TP:** Team Project

#	DAY	SUBJECT AREA	REQUIRED READINGS	DELIVERABLE	IN – CLASS ACTIVITIES
1	01/28 <b>UNIT 1</b>	Introductions & Course Overview What's a Social Business? Who is Prof. Yunus?	SGSB: page 1-19	Small ID picture Questionnaire to be completed online	<b>Guest Speaker:</b> CISB's Director
2	02/04 <b>UNIT 2</b>	SB foundations & taxonomy (I)  Corporate Social Responsibility & BoP	SBTPCP: Chapter 1 and pag. 157-160, CWWP: Chapter 1 & 2 BSB: Chapter 1  "What's CSR?" – Link in BB	<b>HW 1:</b> CSR Report Analysis  Final day for ID pic.	<b>SB News</b> <b>TP:</b> overview Video: Non business as usual & Porter (TED) Podcast: Whole Foods' CEO
3	02/11 <b>UNIT 3</b>	SB foundations & taxonomy (II)  Nonprofits & EIS	CWWP: Chapter 2 (again) BSB: Chapters 3	<b>TP</b> Proposal (no grade)	<b>SB News</b>
4	02/18 <b>UNIT 4</b>	SB foundations & taxonomy (II)  Social entrepreneurship	SBTPCP: Chapter 2	<b>HW 2:</b> TOMS essay	<b>SB News</b> <b>Movie &amp; Case Discussion</b> TOMS Shoes
5	02/25 <b>UNIT 5</b>	Microfinance & Grameen Bank SB Movement	CWWP Chapters 3 & 4 SSIR article: "Microfinance misses its marks" - Karnani	<b>HW 3:</b> Social issue analysis	<b>SB News</b>  <b>Movie:</b> Bonsai People
6	03/03	<b>MIDTERM &amp; Movie: To Catch a Dollar</b>			
7	03/10 <b>UNIT 6</b>	Business Model Canvas – Intro Malnutrition & Hunger Marketing Focus	SBTPCP: Chapter 12 DANONE CWWP: Chapters 6 & 7 BSB Chapter 2		<b>SB News</b> <b>Case Discussion:</b> Grameen DANONE
8	03/17 <b>UNIT 7</b>	Energy & Water Operations Focus	SBTPCP: Chapter 6 Shatki + 12 Veolia BSB Ch. 6 Grameen Veolia Water	<b>TP:</b> Deliverable I	<b>SB News</b>  <b>TP:</b> Elevator pitch presentations
	03/24	<b>SPRING BREAK – Campus Closed</b>			
	03/31	<b>CESAR CHAVEZ – Campus Closed</b>			
9	04/07 <b>UNIT 8</b>	Health Care Finance & Legal Focus	SBTPCP: Ch 5 – BASF Ch. 7 Grameen Intel		<b>SB News</b>
10	04/14	<b>FIELD TRIP:</b> Homeboy Industries Readings: CI Learn – newspaper article & HBI website review			<b>TP:</b> Deliverable II
11	04/21 <b>UNIT 9</b>	Health Care Finance & Legal Focus	SBTPCP: Ch 5 – BASF Ch. 7 Grameen Intel BSB Chapter 4 — Thalassemia	<b>HW 4:</b> HBI essay	<b>SB News</b>
12	04/28 <b>UNIT 9 (cont.)</b>	Health Care Finance & Legal Focus	SBTPCP: Ch 5 – BASF Ch. 7 Grameen Intel BSB Chapter 4 — Thalassemia		<b>SB News</b>
13	05/05	<b>TEAM PRESENTATIONS:</b> Final Social Business Ideas – Business Model Canvas Reading SBTPCP: Chapter 13 & 14 Final <b>SB News</b>			
14	05/12	<b>FINAL EXAM</b> 8 a.m.			

**In- Class Protocol:** Cell phones and pagers are allowed in class only when they are silent/vibrate. If you need to answer an urgent call please leave the room. If your cell phone disturbs any part of the class you will be asked to leave the class and lose any points associated to that day.

Laptops are not allowed in the class unless you are using it to take class notes or to complete in-class exercises or required research. No exceptions.

### **Cheating, Plagiarism and Other Forms of Academic Dishonesty**

All work that students submit, as their own work must, in fact, be their own work. In accordance with CSU Channel Islands policy on academic dishonesty, students in this course who submit the works of others as their own (plagiarize), cheat on tests and examination, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to including failing the course.

Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper use of quotations and referencing. The grade of “F” (0 points) will remain the recorded grade on the assignment.

The Internet is a great source of information and I encourage you to use it for research. However, do not copy another author’s writing word for word, except for brief passages to support your thesis. When using another writer’s work, accurately identify it with a proper citation and footnote.

Plagiarism or cheating on test and exams will result in an “F” (0 points) on the test or exams, very likely resulting in a lower or possibly a failing final grade in the course. To complete course requirements, students must retake the test or exam during the instructor’s scheduled office hours.

Plagiarism on homework or project deliverables will result in 0 point grade for that document.

In case where the cheating or plagiarism was premeditated or planned, students may receive and “F” for the course.

### **Disabilities Accommodations**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities. If you are a student with a documented disability who will require accommodations in this

course, please register with Disability Resource Programs located in the Educational Access Center, BT 1541, or call (805) 437-3331 for assistance with developing a plan to address your academic needs. Faculty, students and Disability Resource Programs will work together regarding classroom accommodations. Please discuss approved accommodations with me promptly.

### **Disclaimer**

Information contained in this syllabus, other than the mandated by the University, may be subject to change with advance notice.

### **Final Thoughts**

This class and all that we strive to accomplish are about you and for you! Class is the safest laboratory that you will experience in your career. Make the most out of it! Work hard and have fun! Thank you for choosing this class. I am looking forward to working and learning with you.

*"Inspiration exists, but it has to find you working"*

Pablo Picasso