

WELCOME TO SOCIAL BUSINESS!



BUS/ECON/SOC 203 – Intro to Social Business

Course Syllabus

Instructor: María Ballesteros-Sola, DBA, MBA, LLB
Class Meetings: Mondays 9.00 am -11.50 am
Our Office: Sage Hall 2153
Students' Hours: Monday 8-9 am or by appointment online
e-mail: maria.ballesteros-sola@csuci.edu
I will respond to emails in a 24 h period max. Mon-Friday
Zoom: <https://csuci.zoom.us/my/mariaballesteros>

*"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.

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) and Non-Profits' Earned Income Strategies (EIS). (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 business writing, public speaking and presentation skills, and proficiency in Microsoft PowerPoint, Excel, and Word, as well as in some web-based critical tools such as Google Docs and Google Presentations.

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

Required materials

This is a no-cost course!

- **“Social Business: Theory, Practice, and Critical Perspectives”** – Grove & Berg (Editors), Springer (2014).
 - o Referred to as **“SBTPCP”** in the rest of the document.

- Free online copy available on CI Learn → Syllabus.
- **“Building Social Business”** - Yunus (2010), Public Affairs. NY.
 - Referred to as **“BSB”** in the rest of this document.
 - Free online copy available on CI Learn → Syllabus.
- **Case Studies:** available in the SAGE Library database (full detail in CI Learn)
- Additional readings as posted on CI Learn under each Learning Module.

Optional Readings

- **Understanding Social Entrepreneurship** – Kickul, J. & Lyons, T. (2016). Routledge. NY & London
- **Creating a World without Poverty** - Yunus (2007), Public Affairs. NY.
- **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.
- **Stanford Social Innovation Review (SSIR)**

Prerequisites: none

Grading

ACTIVITIES	POINTS	PERCENTAGE
Class Attendance	50	5%
Class Participation(ind.)	50	5%
Cases 20 x 5	100	10%
Social Business in the News (individual)	25	3%
Homework (individual, 30x3)	90	9%
Pop Quiz (individual)	25	3%
Mid-Term (individual)	150	15%
Final Exam (individual)	235	24%
Team Project (group/3 deliverables)	275	28%
TOTAL	1000	100%

The 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 the 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 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 Attendance

Grading for this section will be based on **attendance** and **punctuality**.

Only one undocumented absence will be allowed during the semester.

Each additional undocumented absence will result in a 10-point penalty deduction from your attendance grade up to three unexcused absences (-30 points). Students that miss more than 4 classes without proper documentation will not pass the class.

Missed Classes: When you miss a class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from CI Learn. Please check first with them.

For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Students are expected to arrive to class on time. Three late arrivals will count as one undocumented absence.

Class Participation

You are expected to come to class with the assigned readings completed and fully prepared to participate in the discussion. Therefore

preparedness, your contributions toward advancing class discussion, and generally **fostering learning among peers**, will count toward your class participation grade.

Class participation¹ 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: 50**

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 often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. **Grade: 40**

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: 30**

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: 20**

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

¹ Note: I obtained these guidelines directly from Dr. Caserta at the IE Business School (source: Caserta, 2013 – Quantitative Methods – Syllabus). In turn, these have been learned from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

member of the class, valuable airtime would be saved. **Grade: 10**

I reserve the right to request written summary of the weekly readings later in the semester.

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)**. No exceptions. **Late assignments or email with a file attached are not accepted.** Canvas is the only place where I can grade them.

Teaching Cases

During the semester, we will be discussing five teaching case. A **teaching case** is basically a story that describes a real business situation faced by managers, employees, entrepreneurs, etc. Cases allow you to perform an analysis/evaluation and recommend a course of action for the protagonist of the case.

Prior to the case discussion, you will submit a 1 page (12-point font, double-spaced, one side) document in CI Learn. This preparation will help you to get your thoughts organized for the in-class discussions. Be sure to read the prompts for each case but usually you will:

- Identify the organization, protagonist, year, industry and the decision point or issue discussed in the case.
- Propose a course of action and explain why.

Learning to prepare and discuss a case it is a process. These are the three key things that I would like you to focus and get better as we progress through the cases:

1. Comprehension/ getting the facts: Ask yourself: Do I understand what's going on? Can I name the industry the protagonist, the organization? When and where does the case take place? What's the primary issue or dilemma that the protagonist is facing?
2. Critical Thinking: What are the options for the protagonist? What key concepts or frameworks can I apply here? Why is this case relevant in the context of our current Learning Unit? Did I capture my own opinion in the write-up?

3. Writing mechanics: Run a spell check, read in a loud voice, review punctuation and those upper cases (countries? brand names? etc.).

Am I submitting my best work?

Each case preparation submission is worth 20 points (pass or fail) but it needs to be submitted **before** class. No late submissions accepted. If you don't address the questions listed in the case instructions you won't get any points. Also, you won't get any credit if you prepare a different case, so be sure the title of the case you reading match the title of the case I selected.

Exams & Quizzes

The Mid-Term will serve as a checkup 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.

Team Project: The Impact Business Model Canvas (IBMC)²

Objective

The core objective is to propose a **realistic** (implementable) social business idea. Each team has to identify and analysis 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. Since this class is part of the SURF Living Learning Communities I encourage all students to consider **homelessness** as their social issue for their term project. If there is a group that feel strong about developing a business idea that relates to other social issue please come to see me.

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 homelessness and to design a business model around a viable potential solution.

² Additional information on the Stanford Impact Model Canvas and full project instructions can be found in CI Learn

The project can be focused on any kind of service or product for the consumer (B2C) 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 and SURF LLC 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.

Full instructions for each deliverable are provided in CI Learn.

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

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

Final Presentation

The team will present their Executive Summary (PowerPoint) in front of the class on the day assigned. The oral presentation should not be longer than 12 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 cover, table of content and any additional exhibits.

Peer-review

After the final presentation, each team member will grade each of his/her team members on 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

- **HW:** Homework **TP:** Team Project

#	DAY	SUBJECT AREA	REQUIRED READINGS	DELIVERABLE	IN – CLASS ACTIVITIES
1	01/27 UNIT 1	Why do I care about this topic? Introductions & Course Overview	CI Learn: Chapter on Poverty	Bring a small portrait picture	Icebreaker What's an L Learning Community? Intro to the Social Enterprise spectrum
2	02/03 UNIT 2	Do big corporations have to be socially responsible? Corporate Social Responsibility & BoP	CI Learn Readings	HW 1: CSR Report Analysis Final day for ID pic.	SB News TP: overview Video: Porter (TED) Podcast: Whole Foods
3	02/10 UNIT 3	What is a nonprofit and what are they part of this course? Non-Profits & EIS	CI Learn Readings	Case write up 1	SB News
4	02/17 UNIT 4	What is a Social Entrepreneur?	CI Learn Readings	HW 2: TOMS essay	SB News Case Discussion TOMS documentary
5	02/24 UNIT 4	What Patagonia, Ben & Jerry's and TOMS Shoes have in common? B Corps	CI Learn Readings	Case write up 2 TP Members (not graded)	SB News Case Discussion
6	03/02 UNIT 5	Small loans to unbanked people? Crazy! Microfinance & Grameen Bank	CI Learn Readings		SB News
7	03/09 UNIT 6	Yunus Social Business & Idea Generation/Selection	CI Learn Readings	TP Final Idea (not graded)	SB News
8	03/16	MIDTERM & Documentary (Poverty Inc.)			
9	03/23	SPRING BREAK			
10	03/30 UNIT 7	Impact Business Model Canva- Intro Problem & Mission St.	CI Learn Readings	Case write up 3	SB News Case Discussion
11	04/06 UNIT 8	IMBC: Marketing Elements	CI Learn Readings	Case write up 4	SB News Case Discussion
12	04/13 UNIT 9	IMBC: Operations	CI Learning readings	TP: Deliverable I	SB News
13	04/20 UNIT 10	IMBC: Finance & Legal	CI Learn readings	Case write up 5	SB News Case Discussion
14	04/27	HBI Tour – downtown LA Review HBI website – specially Social Enterprise section - TP: Deliverable II			
14	05/04 UNIT 11	IMBC: Measuring Social Impact		HW 3: HBI essay	SB News
15	05/11	TEAM PRESENTATIONS: Impact Business Model Canvas (IMBC)			
16	05/18	FINAL EXAM			

**PLEASE PRINT THIS PAGE AND KEEP IT THE WHOLE SEMESTER
THANKS!**

In- Class Screens 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 with that day. No exceptions.

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

Writing Standards

The standard of writing is that of an lower division class. Students should have already achieved correct grammar and punctuation skills; those who have not should catch up by asking for help from the Writing & Multiliteracy Center <https://www.csuci.edu/wmc/>. Poor writing will count against your assignments' grade. References/Bibliographies and writing must be APA style. **I can't accept handwritten assignments.**

Academic Dishonesty

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). **If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office.** For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](#), also in the CI Catalog.

Specifically, plagiarism or cheating on test and exams will results 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. No retakes. Plagiarism on homework or other course deliverables will result in a 0-point grade for that assignment. In the case where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

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.

I encourage you to review this [UC Davis guide](#) to learn to distinguish between collaboration and plagiarism: *a and our CSUCI guide for faculty and students (see especially pp. 3-4 on "Strategies to Prevent Academic Dishonesty")*.

Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Disability Statement

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](#). Faculty, students and DASS will work together regarding classroom accommodations. Please discuss approved accommodations with me ASAP!

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](#). Should you have any questions or experience issues while using ALLY, please contact [Shared Services Solution Center](#) at (805) 437-8552.

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

Civil Discourse

It is recommended that you include information on your syllabus as to appropriate communication in your course (i.e. cell phones/laptops, email policy, participation requirements, etc.). Please review Ch. 7 and 9 in the [Recognize & Refer Handbook](#) for more information and ideas on how to respond to disruptive behavior. You may wish to include the following statement:

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

Emergency Intervention and Basic Needs

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: <https://www.csuci.edu/basicneeds/>.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at <https://www.csuci.edu/caps>.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit, <https://www.csuci.edu/registrar/preferred-name.htm> for instructions.

Business Program Advising Website

There are two types of class advising at CI, academic advising and major/minor advising. As you are now taking your capstone class you may not need their help anymore but I thought I share, just in case.

1. The **Academic Advising** (<https://www.csuci.edu/academics/advising/>) department of CI helps students from all majors choose general

education (GE) and other non-business classes. Please make an appointment with them to ask about GE and other non-business classes.

2. The **business major/minor advisors** help you pick business classes. There are two business major/minor advisors who specialize in helping you choose classes for your business major or business minor. They can help you:

- check whether you are on schedule to graduate
- plan which classes to take each semester
- decide whether you want to declare an option in the business major
- plan which classes to take while studying abroad
- answer any other questions about the business major or minor

The two-business major/minor advisors are:

- Dylan Cooper <https://calendly.com/dylan-ci/office-hours>
- Minder Chen minder.chen@csuci.edu

Check this site for additional information related to the Business Program
<https://business.csuci.edu/businessadvising.htm>

Disclaimer

The 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! The 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 with you.

"Inspiration exists, but it has to find you working."
Pablo Picasso

